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ABSTRACT

The instructors manual for teaching ethics, conservation, and safe hunting to Alaskans provides a uniform course in hunter education for both young people and adults, regardless of previous hunting experience. Developed as part of a training program in hunter ethics and safe handling of hunting equipment, the hunter education course is designed to be taught by volunteer instructors certified by the Alaska Department of Fish and Game and the National Rifle Association. The manual for the basic eight-hour course (with an additional, optional five hours) has detailed lesson plans on hunting ethics and responsibilities, the antihunter movement, wildlife management, operation and proper use and care of firearms, ammunition, basic marksmanship and field use of firearms, survival procedures and first aid, live fire, and course review and administering examinations. In addition, there is a glossary of terms relating to firearms and ammunition, a list of laws pertaining to firearms, and student tests and keys. A section on suggestions for teaching and training aids lists appropriate film, film strip, and slide show resources. Detailed information covers how to begin and publicize a class in a community, what facilities to use, limits on class size, registration, and certification of students who pass. (RS)

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HUNTER EDUCATION

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HUNTER EDUCATION INSTRUCTORS MANUAL

ALASKA DEPARTMENT OF FISH AND GAME
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Anchorage, AK 99501

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Fairbanks, AK 99701

Jack E. Alexander

May 1976

TABLE OF CONTENTS

PART I

ALASKA HUNTER EDUCATION PROGRAM

Introduction I-1
Course Description I-2
Administration I-3
Instructors Information. I-3
Instructors. I-4
Student Information. I-5
Instructors Recertification I-5
Master Instructor. I-5

PART II

CLASS ORGANIZATION

Sponsoring II-1
Classroom Facilities II-1
Publicity II-1
Time and Length of Class II-1
Printed Material and Their Use II-2
Special Instructors Guide. II-3
Student Registration Cards II-4
Purpose of Course II-5
Student Standards II-5
Fees II-5
Shooting Materials II-6
Department Personnel II-6
Student Examination II-6

PART III

SUGGESTIONS FOR TEACHING AND TRAINING AIDS

General Information III-1
Presentation of Lessons III-1
Concepts of Teaching III-1
Use of Teaching Aids III-2
Types of Teaching Aids III-3
Visual-Audio Aids III-4
Practical Exercise III-7

PART IV

GLOSSARY

Terminology of Firearms, Ammunition, Wildlife and Law. IV-1

PART V

STUDENT EXAMINATION

Student Test (1) V-2
Key to Student Test (1) V-9
Student Test (2) V-11
Key to Student Test (2) V-12

PART VI

LAWS RELATING TO FIREARMS AND HUNTING

Various Laws Pertaining To Firearms
and their use VI-1

PART VII

LESSON OUTLINES

Lesson I VII-1-1
Registration
Explanation of course
Introduction to Hunting Ethics and Problems

Lesson II VII-2-1
Hunter Responsibilities

Lesson III VII-3-1
Principles of Wildlife Management
Agencies Responsible for Management
Factors that Threaten Wildlife Resources

Lesson IV VII-4-1
Ten Commandments of Safety
The Basic Parts of a Firearm
Characteristics of Rifles and Shotguns
Basic Rules of Gun Safety
Proper Gun Carrying Methods

Lesson V VII-5-1
Components of Rifle and Shotgun Cartridges
Cleaning and Storage of Firearms and Ammunition
Proper Gun Handling in a Group and Zones of Fire

Lesson VI VII-6-1
Types of Sighting Devices
Proper Method of Aiming and Firing
Shooting Positions
Safe Transportation of Firearms

Lesson VII VII-7-1
General Precautions Before Going Afield
Survival Procedures
General Rules of First Aid

Lesson VIII Optional VII-8-1
Course Review
Written Exam
Practical Exam

Lesson IX Optional VII-9-1
Range Commands
Live Fire of Rifle and Shotguns

Dedicated to the memory of Spencer Linderman, instructor, biologist and friend whose life was taken while in the performance of his duties July 10, 1975.

Part 1

General Information

GENERAL INFORMATION

INTRODUCTION

Alaska is endowed with a variety of wildlife which provide outstanding recreational opportunities. Marring the full appreciation of this outdoor resource year after year have been hunter misconduct in the field and firearm casualties caused by careless gun handling.

The Alaska Department of Fish & Game is responsible for coordination of a training program in hunter ethics and safe handling of hunting equipment. This instructor manual has been prepared to provide a uniform course of instruction in ethics, conservation, and safe hunting to residents of the state. The course is designed for both young people and adults.

PURPOSES

The purposes of this course are to promote responsible hunter conduct and safe handling of hunting equipment. There are secondary objectives which, if attained, will make hunting in Alaska not only a safer sport but a more pleasant, productive, and enjoyable experience. Students who successfully complete the course will have a better understanding of their outdoor obligations to the landowner, to the resource, to other hunters, and to themselves.

Regardless of the amount of hunting experience a person has had, this course should stimulate him to further develop himself as a safe hunter and a true sportsman. A young person who completes the course may pass along to adults the safety practices and rules of sportsmanship which some older hunters may never have taken time to think about.

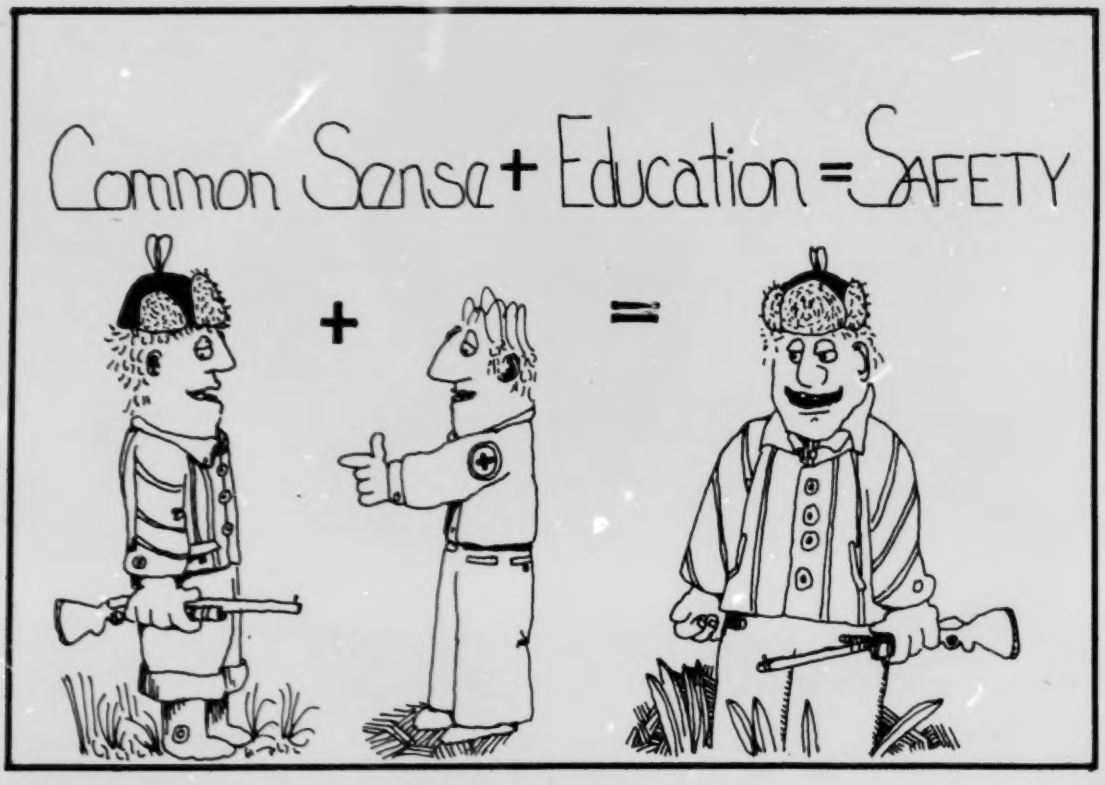
THIS COURSE IS NOT INTENDED TO PRODUCE EXPERT MARKSMEN OR FULL BAG LIMITS.

DESCRIPTION

The Alaska Hunter Education Course is patterned after that developed by the National Rifle Association in cooperation with the National Education Association. The first eight hours, including the examination, are mandatory. The additional five class hours are optional. Gun handling is basic, but actual firing of a gun is not required. Live firing is both desirable and encouraged if proper facilities are available.

The basic eight hour course includes such subjects as common causes of hunting accidents, who causes the highest percent of gun casualties, kinds of hunters, knowledge of guns and ammunition, cleaning, field care and home storage of guns, proper gun handling and ten commandments of gun safety, hunting techniques, knowledge of game, care of game meat, some important laws, law enforcement, game management agencies, hunter responsibilities, ownership of game and land, sportsman and landowner relationships, fire building, care, prevention and survival tips. The optional class periods include live firing, first aid, a field trip, archery equipment and archery safety, and muzzle loading.

The course is designed for use in communities where public-spirited citizens desire to apply to the problem of hunting casualties the same principles of safety education which are now commonly applied in other areas, such as driver training. Its success depends almost entirely on the efforts of individual men, women, and sponsors willing to volunteer their services.



PART I GENERAL INFORMATION

ADMINISTRATION

The Alaska Department of Fish and Game under an agreement with the U. S. Department of the Interior has the responsibility for a course of instruction in the safe handling of firearms, hunting ethics and conservation. The current program started in the Division of Wildlife Protection in 1972 and was later transferred to the Division of Game for Administration.

Three fourths of the funds for operation of the Alaska Hunter Education Program are provided by the Federal Government under the Federal Aid to Wildlife Restoration program, more commonly known as the Pittman Robertson Act: the state's share of the funds are provided by the Hunting License buyer. All expenditures for the project, both Federal and State, are appropriated by the State Legislature.

The funds for the federal aid portion of the program come from an excise tax on sporting arms and sporting ammunition. In 1970, the federal act was ammended to add the excise tax on hand guns and hand gun ammunition to the fund. The amendment specified that part or all of the tax on hand guns and ammunition could be used to enhance the safety and well being of firearm users and all other citizens by providing instruction and practice in the safe use of firearms in the field and in the home. Also the avoidance of all types of accidents and hazards associated with hunting could be taught. Training in survival techniques, first aid, sporting ethics, basic principles of wildlife management and the proper use of archery equipment could be provided incidental to the program.

INSTRUCTOR INFORMATION

Instructors and/or instructor applicants must meet the following criteria:

1. Must be 18 or over.
2. Must pass a basic character check.
3. Must have prior hunting experience.
4. Have no record of arrest or conviction involving game and fish laws for a period of no less than five (5) years prior to date of application.

All decisions, first and/or final, rest with the Alaska Hunter Safety Coordinator.

Experience with teaching and the handling of firearms would be desirable. Those applicants who qualify will be certified by both the Alaska Department of Fish and Game and the NRA.

INSTRUCTOR

Any number of instructors may be recruited in an area. The Hunter Education Instructor must be at least 18 years of age, must be qualified in the safe handling of firearms, must pass the Alaska Instructor Examination and have the approval of the master instructor and/or the local Department of Fish and Game representative. Additional requirements for certification are:

(1) The applicant must assist a certified instructor, teach one hunter education class or,

(2) The applicant must meet with a master instructor or the state Hunter Education Coordinator to discuss classroom materials, course objectives, policies and teaching methods.

Some of the duties of instructors are:

1. To teach the Alaska Hunter Education course following the class outline, making sure no portion of the instruction is omitted.

2. To maintain order and discipline at all time in the classroom, in the field, and on the firing line.

3. To promptly fill out cards and reports for each class and mail them to the appropriate persons.

Only those instructors certified by the Alaska Department of Fish and Game will have the authority to conduct Hunter Education Classes in which Hunter Safety Graduate cards and shoulder emblems are issued.

Instructors who become certified will receive the instructor's manual, certificate, shoulder emblem and the necessary forms to register a Hunter Education course.

JUNIOR INSTRUCTORS

A Junior Alaska Hunter Education Instructor must be at least 12 years of age, must have previously passed the Hunter Education Course, and must pass the Alaska Instructor Exam. The Junior instructor must also have the approval of the instructor with whom he will be working. Some of the duties of a Junior Instructor are:

1. To help the regular instructor set up the classroom in preparation for instruction.

2. To assist in classroom demonstrations.

3. To perform duties as assigned by the regular instructor.

STUDENT INFORMATION

This training program is aimed at the 12-18 year age group of students. Students must be 10 years old or older to receive the certificate and shoulder emblem awards.

ANNUAL RECERTIFICATION OF INSTRUCTORS

All instructors who have a record of teaching one course per year will be recertified automatically for the next year. It is vitally important that the course registration (yellow) card show the names of all instructors participating in the teaching of a course. All names receiving annual credit are taken from this source.

Instructor inactivity in excess of one year will be considered grounds for releasing an instructor. Instructional materials are to be returned.

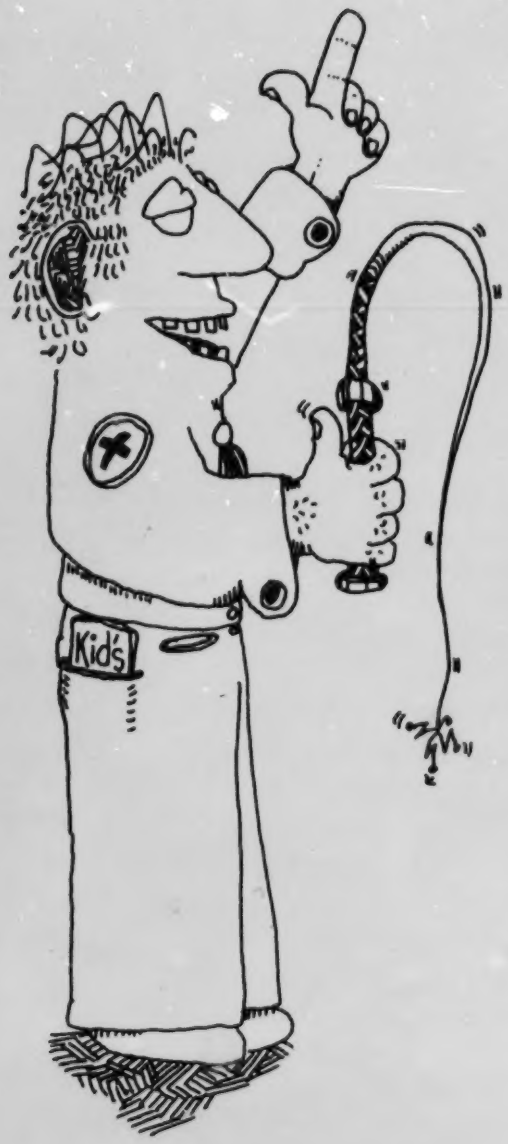
MASTER INSTRUCTOR

The Alaska Hunter Education Program may be organized on an area basis with an area master instructor supervising and coordinating the program in each area. Some of his duties may be as follows:

1. Recruit and train qualified instructors.
2. To be responsible for the quality of instruction given in his area.
3. To coordinate the activities of instructors in his area.
4. Assist instructors in securing the necessary instructional supplies.
5. To actively promote the hunter educational program in his area.

Part 2

Class Organization



PART II CLASS ORGANIZATION

SPONSORING THE PROGRAM

A sponsoring club or organization can provide the manpower and facilities to carry on this program. If you are a member, this is even better. Other members could become certified instructors so that the duties can be shared and provide for better service.

FACILITIES

Elaborate facilities are not needed to present the training; courses can be presented in any space which will accommodate the instructor and students. Considerations should be given to good lighting, ventilation comfortable tables and chairs. Courses may be presented in the residences of volunteer instructors, in school and church classrooms, auditoriums, clubhouses belonging to sportsmen's organizations and civic groups, fire stations, law enforcement agency facilities, and various rifle and pistol ranges.

The Department recommends that field demonstrations and live firing be included in the course but such training is not mandatory. Unfortunately, there is a shortage of shooting ranges in Alaska. Instructors having access to shooting ranges and sportsmen's organizations with shooting ranges should include live firing in their course.

PUBLICITY

Once facilities have been arranged for teaching the class, you should let prospective students know a course is being given. Local newspapers, TV, and radio stations would be helpful to accomplish this. Announcements can also be made through clubs, schools and other organizations.

TIME AND LENGTH OF CLASS

It will be up to you when you teach a class. You may hold the class during the weekday or weekends and at any reasonable time during the day or evening. Your occupation and other obligations will usually determine this. You must give consideration to the students and their obligations also.

The course should never be given in one eight-hour session nor should it be extended beyond one month. Two or three weeks is the recommended duration of the basic eight-hour course. Instruction beyond two hours at any one time is not recommended.

Classes may be given at any time of the year and it is hoped that you will teach at least one course each year. School and summer activities will make some months less attractive for teaching, but this does not mean these months should be avoided.

PRINTED MATERIALS AND THEIR USE

The following materials are used in conducting the course. A brief description of each item's use will help you remember how they are to be used.

Instructor Manual - This contains the necessary information for conducting a Hunter Safety Course. It is also a guide to assist you in developing your teaching abilities and in answering student questions. You should read and study it carefully before teaching a Hunter Safety Course.

Student Manuals - In each student kit there should be a copy of the following booklets: "Hunter Safety Handbook", "For the Young Hunter", and "The Hunter and Conservation." These booklets are the students' main references for the class and each student is expected to have read these booklets by examination time.

Each kit will also contain the student's certification, shoulder patch and parent authorization card. Remove and keep the certification and shoulder patch until the conclusion of the class. The parent authorization and registration card must be filled out by the start of the class.

Instructor Shoulder Emblem - An instructor's shoulder emblem is issued to each instructor who is certified and qualified to conduct Hunter Safety courses. This should be worn while instructing the class.

Student Shoulder Emblem - A student shoulder emblem and certificate is issued to each student who successfully completes the course and is certified as a Hunter Safety Graduate.

NEWS CLIPPINGS

News stories about any gun accident can be used in your instruction. Try to determine from the story which commandment of safety was apparently broken. Maybe more than one.

INSTRUCTORS GUIDE SHEET
ALASKA HUNTER EDUCATION PROGRAM

** Listed below are the what, when, where and how of the forms, etc., required for use with individual hunter safety classes. INFORMATION GIVEN ON THIS SHEET REPLACES ALL LIKE INSTRUCTIONS IN INSTRUCTORS MANUAL.

1. YELLOW CARD - (Student material and course completion card). This card must be filled out and submitted to the state office for obtaining instructional materials and for registering the course. Send it well in advance to insure that materials arrive on time. Send the completed card in at the conclusion of the course with the blue student and registration card.

REPORT OF STUDENTS TRAINED & ORDER FORM

Instructor_____

Address_____

City_____

Date Hunter Education Course
Students certified _____ male _____ female
Completed _____

Please Check the Three Items Below:

Yes	No	
☐	☐	Live Fire included in course
☐	☐	Survival & first aid included
☐	☐	Course part of school or camp activity

Course length (hours)_____ Instructors who assisted:

Name Address

_____

_____

_____

INSTRUCTORS: Please enumerate supplies needed

Student Kit_____
Rifle & Pistol Posters_____
Safety Posters_____
Survival Booklet_____
Students Trained Report & Order Form_____

List Movies & Slide Shows

Title Date

_____

_____

_____

_____

Other Training Aids

_____

_____

2. CLASS ROLL AND SCHEDULE SHEETS - This form is used to record the names, ages, addresses and phone numbers of all students in each class taught. Also fill in the date of each session and the time required to teach it. On the reverse side you will find a grid to use in keeping roll for each class session. Fill in the blanks regarding number of students certified, date of certification and students not certified. This form is important and it and the blue card are our main source of information for determining necessary facts when replacement certificates are requested by graduates. Make a copy for your own records. RETURN ORIGINAL TO STATE OFFICE AT END OF COURSE.

3. STUDENT CERTIFICATION CARDS - (Blue Cards). Each student registering to take the course should be issued a certification card. He should take the card home and have his parent or guardian sign before the first actual class session is taught. If the student passes and is certified, the local instructor should sign at the bottom of the card.

Student Registration Card, return to Hunter Safety Coordinator at end of course.

ALASKA
HUNTER EDUCATION PROGRAM

STUDENT REGISTRATION AND AUTHORIZATION CARD
(Please Print)

NAME _____
LAST FIRST MIDDLE

DATE OF BIRTH _____ AGE _____ SEX _____

ADDRESS - STREET OR _____

CITY _____ STATE _____ ZIP _____

☐ CERTIFIED ☐ NOT CERTIFIED

DATE OF CERTIFICATION _____

INSTRUCTOR'S NAME _____

ADDRESS _____

DID COURSE INCLUDE:

YES	NO	
☐	☐	LIVE FIRE
☐	☐	SURVIVAL & FIRST AID
☐	☐	ARCHERY OR MUZZLE LOADING SAFETY

Have students use their full, proper names on top portion of the card. Issue orders for them to print plainly. Check birthdate, address, etc., to be sure they are complete. Send all blue cards and the yellow course completion card to the Hunter Safety Coordinator, 333 Raspberry Road, Anchorage, AK 99502.

ALASKA
HUNTER TRAINING CERTIFICATE

NO

THIS IS TO CERTIFY THAT

_____

HAS COMPLETED A COURSE IN FIREARM AND HUNTER TRAINING IN ACCORDANCE WITH THE ALASKA HUNTER EDUCATION PROGRAM

DATE _____ INSTRUCTOR _____

DEPARTMENT OF FISH AND GAME, GAME DIVISION
ANCHORAGE, ALASKA

AHS 9 75

Student Certificate issued to students who have passed the course.

WHY THE COURSE IS TAUGHT

Statistics show that 90% of all hunting accidents are caused by carelessness or ignorance. Thus, with proper safety education these accidents could have been prevented.

Statistics show that juveniles are involved in about 30% of the hunting accidents. Statistics also show that youngsters with no Hunter Safety training cause a higher percentage of hunting casualties than do the youngsters who have had training.

Safe hunting depends upon each hunter assuming the responsibility of hunting safely. No amount of hunter safety training can make the sport of hunting safer unless this training is put to use by the individual hunter. If every hunter would obey the Ten Commandents of Hunter Safety, there would be very few hunting accidents.

STANDARDS FOR STUDENTS

No horseplay should be tolerated by the instructor, for it's this kind of behavior that results in accidents.

Students who miss classes should make them up or repeat the course.

Students do not bring live ammunition or firearms to class.

The instructor is not obligated to certify the student regardless of examination scores. Attitude, attendance, examination scores, and gun handling skills will determine student certification.

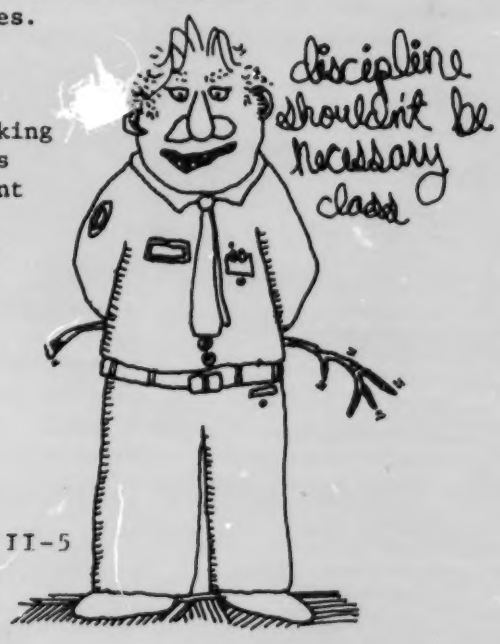
REGISTRATION

Issue student registration cards and student kits to those students who will attend class. Try to work out a regular schedule of meetings and notify the students as to time and place of the first meeting.

If more students are present than can be handled in one class, schedule later classes.

FEES

There may be no charge for taking the course. All training materials are furnished free by the Department and the instructor volunteers his time. There may be a charge for ammunition, targets or range fees if the instructor wishes shooting at the end of his class. These expenses may be covered by the Hunter Program if the State Coordinator is informed in advance.



SIZE OF CLASS

It is recommended that not more than 12 students be in a class, unless use is made of assistant instructors.

SHOOTING MATERIALS

Targets, ammunition and manuals will be available from local Fish and Game area offices or master instructors and may be procured by the instructor. Ammunition if available will be issued at the rate of 50 rounds per student. Arrangements may be made to utilize Department owned rifles and airguns through the Juneau, Anchorage and Fairbanks regional offices. Care should be exercised in the care of this equipment, and scheduling adhered to.

PARENTS

Parents or guardians should be invited and urged to attend these classes with their youngsters.

DEPARTMENT PERSONNEL

Periods prior to, during and following, hunting seasons may be extremely busy for the area Department personnel. Therefore instructors should consult with Department personnel in advance and consider these periods when requesting assistance from Area Game staff or other Department of Fish and Game or Public Safety personnel.

Guest speakers may be used to present one particular phase of the program, such as a biologist on game management or enforcement personnel on game laws. A nurse or Red Cross first aid instructor can be called on to present the first aid portion or a member of search and rescue unit may speak on survival. This promotes interest as well as good instruction.

STUDENT EXAMINATION

No minimum passing or failing grade need be given. It must be left up to the instructor's judgment as to whether or not to certify the youngster. The examination serves several purposes:

(1) An examination will serve to make the students study harder and pay more attention if they are advised at the start of the class that there will be an examination.

(2) This will serve as a check to the instructor to see if he is getting his points across.

(3) This will also serve as a check to the instructor to see if the students are assimilating his material.

Instructors, if they wish, may certify their students without giving a written examination. A guide for certification would be if the instructor feels that the student has accepted the proper attitudes, habits and safety techniques and would be a safe hunter.

Part 3

Suggestions for Teaching and Training Aids

PART III

SUGGESTIONS FOR TEACHING AND TRAINING AIDS

GENERAL INFORMATION

Ideally, the student should develop positive safety attitudes toward hunting and gun handling activities, and also should acquire improved conservation knowledge and practices as a result of Hunter Education.

Thorough preparation on the part of the instructor is a must for good instruction. You should study each lesson thoroughly and make the necessary preparations well in advance of the class. You should practice with your training aids before class to insure smooth operation during the class. All equipment and materials should be set up and ready to go before class begins.

PRESENTATION OF LESSONS

When explaining a subject, leave nothing to doubt. Ask for questions so you are sure that you are getting the material across to the students. This will also help get the more timid members to participate. Be sure all questions are answered before proceeding to the next subject.

Illustrate what you are talking about by using actual equipment as much as possible. Much of the instruction requires visual aids to illustrate ideas or concepts. The visual aids should be simple and to the point.

A great deal of material is covered in each lesson and it is important to stick to the subject and maintain a lively pace.

Throughout the lesson, question students about the subjects covered. Have the student explain the key points and make corrections or additions. Try out as many students as time permits.

Before you begin a new lesson, review the main points of the previous lesson. This will insure that the students remember the main points of the lesson. You should summarize each lesson by going over the main points of the particular lesson.

BASIC CONCEPTS OF TEACHING

1. Keep it simple - Keep your words as simple as possible. If the material has no meaning or logic to the pupil, he will retain very little of it.

2. Repetition - Repeat ideas that may not be clear to the student and question the students frequently to make sure they understand.

3. Use visual aids whenever possible. Demonstrate your discussions as much as possible. It's almost impossible to explain any subject without some illustration.

SCIENCE OF TEACHING

Good teaching methods which would apply to any other classroom situation also apply to the teaching of hunter safety. Some points to be remembered are:

1. A sarcastic or belittling attitude on the part of the instructor should be avoided.

2. Sincere compliments on work well done will promote student response.

3. It should be remembered that, in many instances, there can be more than one correct method of doing a certain thing.

4. An instructor should never allow himself to be led off the subject into useless and pointless argumentation or discussion.

5. The instructor should treat all students courteously and demand courtesy in return.

6. No instructor is expected to know all the answers. It is better to frankly admit "I don't know" than to take a chance of giving a wrong answer.

7. Students should be impressed with the seriousness of the course and quiet order should be maintained at all times.

8. The physical necessities of the students should be considered by the instructor such as the need for good light, good ventilation, and an occasional "break."

9. Before starting each session, the instructor should ask himself--Am I ready? Is my classroom ready? Are my students ready?

SUMMARY OF TEACHING POINTS

1. Safety is the main consideration of this course. You should think and teach safety. Never use live ammunition in the classroom. Keep actions open on all guns when not in use. You should set the example for the students.

2. There is usually more than one way to present a subject properly. Check your teaching technique and use your imagination. A periodic review of material will insure that you are not omitting sections of the lesson.

USE OF TEACHING AIDS

The purpose of visual or teaching aids is to help the instructor teach, not to teach for the instructor. When planning a teaching aid, try to design one that will do the best job under the circumstance. It should be simple and represent one idea. It should be large enough to be seen by the person in the back row.

If a teaching aid is to be used, it should be prepared well in advance of the class. You should also determine when and where the aid will fit the subject being discussed. The aid should be kept out of sight until the proper time for use. This prevents the student from being distracted during the lecture.

Many times the real object is too large or too small to be used in the classroom. Thus, a training aid will serve a better purpose than the real object. Therefore, a chair can represent an automobile, a rope strung between chairs can represent a fence, a large box may represent a boat.

TYPES OF TEACHING AIDS

Teaching aids include such things as charts, blackboards, flannel boards, models, slides and films.

Charts - Charts can be made by the instructor in preparation for a class. They can be made quite early by using crayons or felt pens on wrapping paper or newsprint. Charts are best if kept simple and they should be visible only when they are in use. This helps keep attention focused on the subject at hand.

Blackboard - This is a very flexible teaching aid. Your imagination and drawing ability are the only things limiting its use. Your printing should be large and legible. Complicated drawings should be made before class.

Flannel Board - A flannel board is simply a board covered with flannel or felt. It is adaptable for many situations and is inexpensive to prepare. A flannel board is actually a method of creating charts by using removable cut outs.

The flannel cloth of desired size is placed on suitable backing such as plywood or heavy cardboard and tacked into place.

The cutouts to be used on the board can be made of light weight cardboard or construction paper. After the cutout is prepared, a strip or two of coarse sandpaper is glued to the back of the cutout with the sandside facing out. When the cutouts are placed on the flannel they stay in place and may be picked off at will.

MODELS OR ACTUAL EQUIPMENT

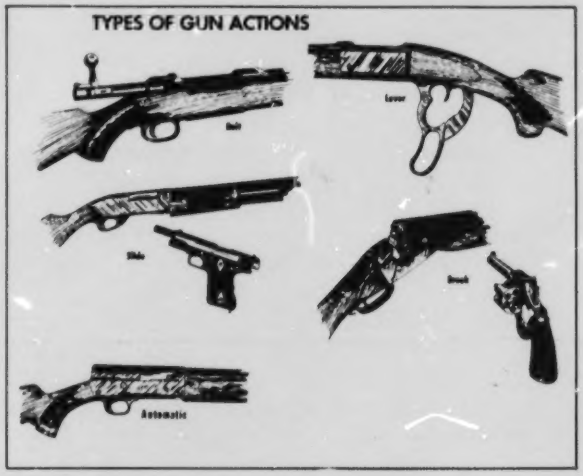
These aids are useful for demonstrating the actual relationship of parts or how something actually works. A fired cartridge could be decapped and a bullet sealed in its mouth. A shotgun shell dummy can be made by decapping a fired case and gluing a wooden dowel of proper diameter and length inside the case.

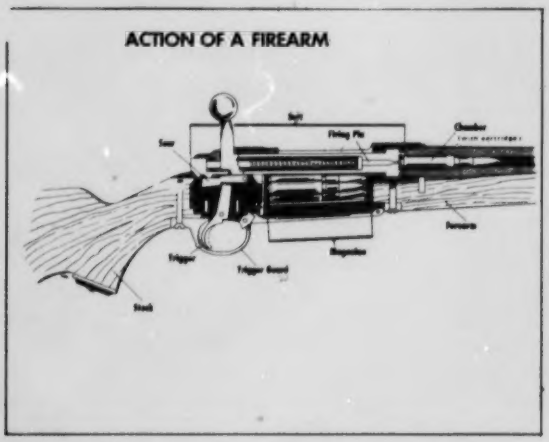
Blown gun barrels are good for demonstrating what happens if you shoot a gun with an obstruction in the barrel.

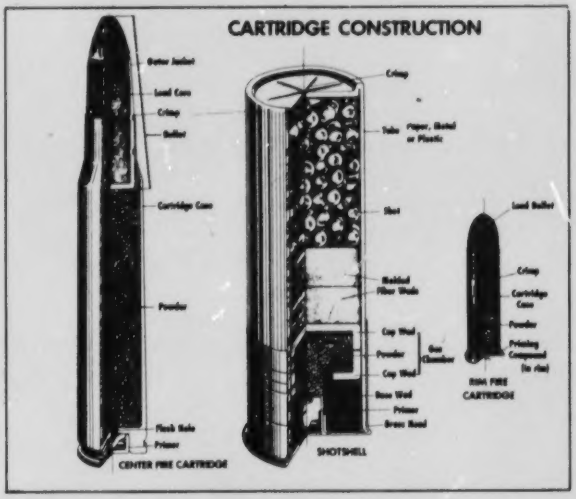
VISUAL AUDIO AIDS

Films - Hunter Education films may be obtained on a loan basis by writing to or calling one of the regional offices of the Department of Fish and Game or by contacting the hunter education office or the State film library in Juneau. Requests should be made at least two weeks prior to the desired showing date in order to assure being able to obtain the films. These are 16 mm, sound films and the instructor should make arrangements locally for a suitable projector and screen.

Slides - Each master instructor will have a set of several 35 mm slide series and film strips. These items will also be available on a loan basis and may be obtained from the nearest Game regional headquarters or from the hunter education office in Anchorage. An outline is provided with each slide series. Arrangements should be made locally for the use of a 35 mm projector and screen.







The set of wall charts is a training aid for use during the class and for review. You may wish to glue them on cardboard for easier handling.

Introduce the film to the students by explaining its purpose and the important points it covers. Remember films do not replace a well prepared instructor.

After showing, review the points to be remembered.

AVAILABLE 16MM FILMS

1.	Trigger Happy Harry	25 minutes color and sound - Trigger Happy Harry demonstrates in a somewhat humerous manner his many mistakes in safe gun handling as well as demonstrating the proper procedures.
2.	The Lost Hunter	25 minutes color - describes the action of a hunter who has become lost during the winter and shows proper procedure for survival.
3.	At Home With Guns	13 minutes color and sound - Basic firearms safety at home.
4.	Sure As Shooting	18 minutes color and sound - illustrates firearm safety at home and in the field.
5.	Sweet Sunday's Gone	15 minutes color- produced to remind people of their responsibilities when carrying and using firearms. It also points out the tragic results if this responsibility is not exercised in the proper manner. A realistically protrayed drama of two boys sharing their first experience with firearms. The class room relates to this experience, their emotions, and the resulting medical drama. Movie stresses care and responsibility that goes along with owning and handling firearms.
6.	Before You Hunt	27 minutes color - Two animated characters explain the history of hunting and what happened to the habitat and wildlife as America developed. Also covered is the role hunters have played in establishing game laws, providing financial help for conservation departments and promoting modern game management.
7.	Hunting Safety	20 minutes color - A deer and upland game bird hunt provides the setting to deliver the message of rifle and shotgun safety.
8.	Meditations on Hunting	30 minutes color - examination of philosophical reasons for hunting. Recommended for high school and adults.

*9. Brown Bear of Alaska	24 minutes color - Shows bear habitat and other animals that share it. Behavior patterns of these bears is shown in their food gathering.
*10. Duck of Course	14 minutes color - shows methods of identifying waterfowl.
*11. The Polar Bear	25 minutes color - Depicts work of game biologist collaring and numbering of bears for migration data.
*12. Animals of Alaska	11 minutes color - Film shows brown bear, moose, walrus, musk oxen, mountain sheep, mountain goat, sea lion, bison, and other mammals of Alaska. Habitat maps show how the animals live.
13. Snow Revolution	20 minutes color - film depicts proper conduct while afield with a snow machine.
14. Firearms Responsibility	25 minutes color - excellent firearms safety film. It illustrates the need for training prior to the purchase of firearms and hunting. Also shown are the important aspects of firearm safety with various action types.
15. A Question of Hunting	28 minutes color - presented by the National Sports Shooting Foundation, it explores the controversy of hunting. Society arguments are presented by pro and anti-hunting spokesmen and their statements examined.
16. Wildlife Our Responsibility	30 minutes color - this film illustrates the need for wildlife management in todays society. The fur seal harvest in Alaska is the major example in management schemes.
17. By Natures Rules	28 minutes color - film explains hypothermia its symptoms, prevention and field treatment.
18. Winter World	18 minutes color - this is a survival film, it demonstrates survival procedures under cold weather conditions.
19. Potlatch Country	25 minutes color - shows many game animals in their natural habitat. Especially good for younger age groups.

* These films will have to be obtained through the Alaska State Film Library, Juneau Center, Pouch G, Juneau, Alaska 99811.

Films and slide shows should first be ordered through the area master instructor; if you are unsuccessful, order from the regional game headquarters in Juneau, Fairbanks or Anchorage.

FILM STRIPS

"How to Live with Guns & Ammunition"

"Handling the Bow"

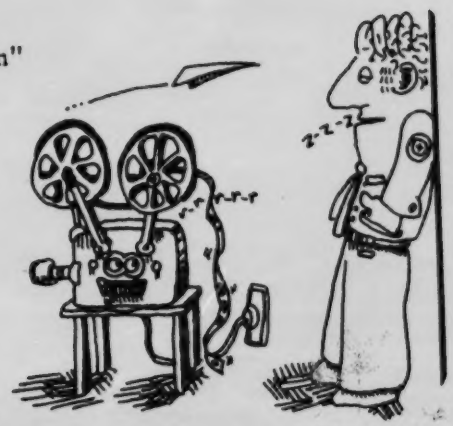
"Sportsmanship Afield"

"Rifle Shooting"

"Pistol Shooting"

"First Aid for Sportsmen"

"Rifle Shooting Positions"



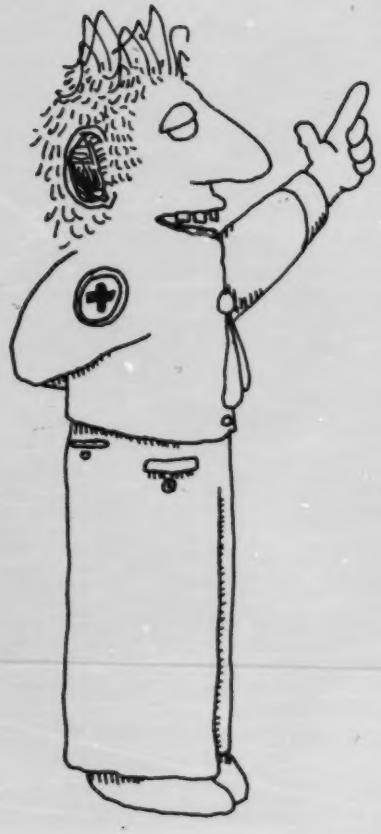
Many other movies dealing with first aid can be ordered through the Department of Health and Social Services Film library Pouch H, Juneau, 99801.

The Alaska Department of Fish and Game also has a free film library service. Contact Information and Education Section, Alaska Department of Fish and Game, Subport Building, Juneau, 99801.

PRACTICAL EXERCISE BY STUDENT

Each lesson outline has the student practice some activity. In order for the student to remember what he hears, he must practice these skills. These practical exercises also give the instructor the opportunity to observe and record the student's abilities.

Part 4
Terminology of Firearms and Ammunition



PART IV

GLOSSARY

TERMINOLOGY OF FIREARMS AND AMMUNITION

Abreast - Walking in a line with other persons in a shoulder to shoulder manner. In such a line, others will be to your left or to your right.

Action - The breech mechanism of a gun which locks the cartridge in the chamber The most common actions in use are the bolt, lever, pump, semi-automatic and hinge.

Acquisition - To get possession of something. When the Fish and Game Department buys land or is given land for fishing and hunting use it is said to be an acquisition: It is acquired.

Anvil - The part of the primer against which the firing pin strikes to set off the priming powder.

Automatic - A firearm that will insert, fire and eject continuously all cartridges into its magazine with a single, continuous trigger pull. Not to be confused with the semi-automatic.

Bag Limit - When game is shot it is said to have been "bagged". A bag limit then is a limit which allows a set amount of one kind of game to be taken or "bagged" by a hunter.

Ballistics - The study of what happens to moving projectiles, including their trajectory, force, impact and penetration.

Barrel - The part of the gun, usually made of iron or steel, through which the bullet or shot charge passes.

Base Wad - The paper filler at the rear of the powder charge which keeps the powder in position in front of the flashing end of the primer.

Bedding - That part of the stock into which the barrel fits.

Black Powder - A finely ground mixture of saltpeter (potassium nitrate), charcoal (carbon), and sulphur. The burning rate of the black powder is controlled by the size of the grains - the smaller the grain, the faster the burning rate.

Bolt - A rod-like assembly which moves back and forth in a bolt action and seals the cartridge in the chamber for firing.

Boltface - The forward end of the bolt which supports the base of the cartridge and contains the firing pin.

Bore - The hole in the barrel of the firearm.

Bore Diameter -The measurement from one side of the bore to the other. In a rifled barrel this means measurement of the bore before the rifling grooves are out.

Breech - That section at the rear of the barrel or the front of the receiver that locks the bolt in place when the action is fully closed.

Butt - The rear end of a stock which rests against the shoulder.

Butt Place - Plate, usually of checkered steel, rubber, plastic, which covers the butt of the stock. Prevents the stock from slipping when held against the shoulder.

Carrying Capacity - Carrying capacity is the ability of a given area or amount of land to support so much wildlife. If the land is poor or in summer fallow it has a low "carrying capacity" for wildlife because there is little food or cover. "Habitat" is not there.

Caliber - Generally the diameter of the bore of a rifle before rifling grooves are cut. In the U.S. caliber is usually measured in hundredths of an inch (e.g. .22 or .30); in England caliber is usually measured in thousandths of an inch (e.g. .270, .455); and in Europe caliber is measured in millimeters (e.g. 7, 6.5mm).

Cant - To tip or lean gun to one side when in aiming position.

Cartridge - The metallic cartridge consists of the brass or copper case, the powder charge, the primer, and the bullet. Modern cartridges are classified into three categories -- centerfire metallics, rimfires and shotshells. Centerfire metallics include all metal cartridges that have primes in the center of the base. Rimfires include all cartridges in which the priming powder is sealed in the soft rim around the base. Shotshells include all cartridges that contain "shot", or small pellets instead of a single bullet.

Chamber - The enlarged portion of the barrel at the breech in which the cartridge is placed for firing.

Choke - The construction in the muzzle end of a shotgun barrel by which the shot pattern is controlled.

Cock - To set the action into position for firing.

Comb - The upper edge of the stock upon which the cheek rests.

Crimp - The portion of a cartridge case that is bent inward to hold the bullet in place, or in the case of a shot shell, to hold the shot charge in place.

Components - The parts of which an object is made. A rifle or shotgun round (cartridge - shell) is made up of parts such as case, bullet primer powder, shot, wads and so on. These parts are generally called components.

Cross Hairs - The sighting in a telescope sight.

Damascus Barrels - Barrels made of strips of iron and steel welded around a mandrel.

Double-Base Powder - A rapidly burning powder made by absorbing nitroglycerine and guncotton.

Doughnut Pattern - A shotgun pattern with a hole in the middle generally caused by the interference of the top wad.

Drift - The departure of a bullet or shot charge from the normal line of flight due to wind or the spinning of the bullet.

Ejector - The mechanism which throws the fired cartridge case free of the gun.

Elevation - The amount a rear sight or telescope sight reticule must be raised to cause the bullet to strike higher.

Energy - The amount of work that is done by a bullet expressed in foot pounds.

Erosion - The wearing away of a barrel's metal surface by a bullet or shot charge or by the powder gases.

Firing Pin - The part of the action which strikes the primer of the cartridge and causes it to fire.

Flinch - To move or jerk a weapon at the instant of firing.

Flush - When a bird or other animal flies or runs from its hiding place to escape danger it is said to "flush".

Forend - The forward position of a stock located under the barrel. It serves as a handhold to support the gun while firing.

Gauge - Measurement of shotgun bores and derived from the number of bore sized balls of lead to the pound.

Grip - The small portion of the stock gripped by the trigger hand.

Group - A series of shots fired at a target with the same sight setting and the same aim. The group center is usually determined by measuring from center to center of the widest shots.

Habitat - Habitat means "home for wildlife". All the things an animal needs to live (food, shelter, water) go together to make "habitat" for the animal.

Hammer - The part of the action that drives the firing pin forward.

Hammerless - Refers to a firearm whose hammer and striker are concealed within the metal frame.

Hangfire - Delay in firing a cartridge after hammer has been released.

Headspace - The distance between the case of the cartridge and the fore of the bolt.

Heel - The rear end of the upper edge of the gunstock.

Hollow Point - A bullet with a nose cavity design to increase expansion on impact.

Jacket - The outer covering over the lead core of a bullet.

Lands - The raised portion of the bore between the rifling grooves.

Lever Action - An action operated by a lever on the underside of the frame. A secondary purpose of the lever is to serve as a trigger guard.

Line of Sight- The straight line from the eye through the sights to the point of aim on the target.

Magazine - The part of a repeating firearm which holds the cartridge in position ready to be inserted one at a time into the chamber.

Magnum - A term applied to cartridges of considerable power.

Millimeter - A metric measurement equaling .03907 inches. MM is its abbreviation.

Misfire - Failure of a cartridge to discharge after the weapon's firing pin has struck the primer.

Mouth - The open end of a cartridge case into which the bullet is inserted.

Mushroom - The shape many bullets assume when the the forward portion has expanded upon striking the game.

Muzzle - The forward end of a barrel.

Muzzle Energy- A measurement expressed in foot pounds of the blow struck by a bullet as it emerges from the muzzle.

Neck - The small, forward portion of a bottlenecked cartridge.

Over-and-Under Gun - A firearm with two or more barrels placed one over the other.

Pattern - Distribution of the shot in a shotgun charge and usually measured at a standard distance of 40 yards and in a 30-inch circle.

Predation - This word refers to animals which catch and eat - "prey" on other animals.

Powder - The general term for the firearm propellant. The two major types are black powder and smokeless powder.

Primer - The small cap fitted into the pocket in the head of a centerfire cartridge case or enclosed in the folded rim of a rimfire case. The primer contains a sensitive explosive compound which, when struck by the firing pin, ignites the powder charge.

Projectile - The shot, ball, or bullet fired from a firearm.

Range - The distance traveled by a projectile from weapon to target.

Receiver - The metal frame which contains the breech, locking and reloading mechanism of a rifle or shotgun.

Recoil - The rearward motion of a firearm caused by expansion of powder gases which forces the projectile out of the barrel.

Revoke - Deny: Take Away: Example; a judge may rule to take away (revoke) a persons fishing or hunting license because the person has violated a law having to do with game and fish.

Rifle - A firearm with a rifled barrel designed to fire one projectile at a time.

Rifling - A given number of spiral grooves cut into the bore of a barrel to give the bullet a spinning motion which insures steady, accurate flight.

Rim - The projecting edge or flange of a cartridge case. It stops the progress of the case into the chamber.

Rimfire - A cartridge in which the primer is sealed in the soft metal around the rim of its base.

Safety - A device that blocks the firing mechanism of a firearm so it can't fire accidentally.

Sear - The mechanism which is the link between the trigger and the firing pin designed to hold the firing pin at full or half cock and release it when the trigger is pulled.

Semi-Automatic - A firearm that fires the cartridge, ejects the fired case, inserts a live cartridge and recocks the action, all with one trigger pull.

Shotgun - A shoulder arm with a smooth bore designed to fire rifled slugs or small pellets called shot.

Sight - The device on top of a firearm barrel designed to help the shooter aim the weapon accurately.

Sling - A leather or web strap used as an aid to carrying and shooting a rifle.

Small Bore - In American terms, generally a rifle of .22 caliber.

Smooth Bore - A firearm with a bore that is not rifled.

Spitzer - A bullet with a sharp point.

Stock - The part of a shoulder arm by which the weapon is held for firing into which the metal parts are fitted.

Toe - The bottom part of the butt of a stock.

Trajectory - The path a bullet takes from muzzle to target.

Trigger - The part of a rifle mechanism by which the firing pin is released and fires the cartridge.

Trigger Guard - A metal loop around the trigger designed to protect it and prevent accidental firing.

Twist - The inclination of rifling grooves in relation to the axis of the bore generally measured in the number of inches to a complete turn.

Velocity - The speed at which a projectile travels, usually measured in ft/sec.

Windage - The lateral drift of a projectile in flight, caused by wind.

Zero - Sight adjustments so that the bullet will strike center at a range from which other adjustments can be made.

Part 5
Student Examination

PART V STUDENT EXAMINATION

DETERMINATION OF STUDENT QUALIFICATION

Instructors must determine on an individual basis whether or not a student successfully completes the course. There are three main methods to be used in making this determination:

1. Written test - a student must answer correctly at least 80% of the questions on the written examination in order to pass.

2. Skill test - the instructor should require each student to demonstrate satisfactory ability in the handling of firearms. If no live firing session is held, this ability or lack thereof can still be demonstrated by the use of empty guns in the classroom or on a simulated field trip in the gym.

3. Personal Observation - in determining student qualification, the instructor should carefully evaluate all personality and emotional factors involved in safe hunting. Some of the things to be considered are:

   a. emotional stability

   b. self-discipline

   c. good sportsmanship

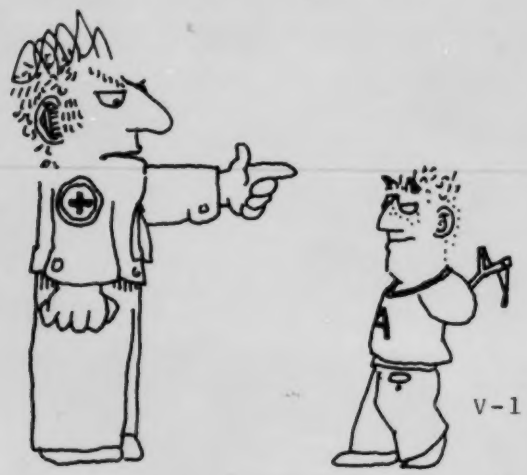
   d. cooperative spirit

   e. understanding of good landowner-sportsman relations

RESPONSIBILITY

The instructor has a tremendous responsibility in determining whether or not a student is qualified to receive a certificate of competency.

Regardless of a student's score on his written test, no instructor should certify any student until he is convinced that the student will be a safe and courteous hunter at all times. It is much better to make a student repeat the course unnecessarily than it is to take a chance on certifying a student that doesn't measure up in every way.



V-1

ALASKA DEPARTMENT OF FISH AND GAME

HUNTER EDUCATION TRAINING COURSE

Name _____

Student Test (I)

Instructions: Choices are listed to complete each statement. Indicate by circling the letter in front of the ending you think makes the statement correct. Circle only one letter.

PART A

1. Why should all hunters wear bright colored clothing?

   (a) So as their hunting companions can find them if they get lost.

   (b) Because most animals have bright colored hair during hunting season.

   (c) So other hunters can distinguish them from the game they are hunting.

2. What is the first thing you do when you pick up a gun?

   (a) Point the gun in the air and pull the trigger.

   (b) Ask the person, "Is it unloaded?"

   (c) Open the action of the gun to see if it is loaded.

3. If you see another hunter violating the game laws you should:

   (a) Forget it.

   (b) Remember all the facts you can, his car license number, etc., and report it to your Protection Officer.

   (c) Do it too. If he can, so can you.

4. A sportsman obeys the game laws because:

   (a) He might go to jail if he doesn't.

   (b) He knows if everyone obeys the laws then we will have game for many years to come.

   (c) He could have his license revoked.

5. If a hunter whom you have hunted with insists on violating the principles of proper gun handling you should:

   (a) Hunt with him, but watch him closely so he will not shoot you.

   (b) Refuse to hunt with him, and tell him the reason why.

   (c) Get mad at him every time he does something wrong.

6. The proper way to pull the trigger of a rifle is:

   (a) Close both eyes and squeeze.

   (b) Take a deep breath, hold it, and squeeze slowly.

   (c) Jerk the trigger before the sight moves off the target.

7. If a group of three hunters are walking in a line and a bird gets up and flies quartering to the right:

   (a) The man on the left shoots.

   (b) The man on the right shoots.

   (c) The man who is the best shot shoots at the bird.

8. If a rabbit gets up in front of three hunters walking abreast and runs back through the line of hunters:

   (a) The hunter in the middle shoots.

   (b) The hunter who is the closest shoots.

   (c) None of the hunters shoot.

9. The four major components used to make a cartridge are:

   (a) Case, bullet, primer and powder

   (b) Rim, neck, shoulder, and hollow point bullet.

   (c) Primer Pocket, flash hole, extractor groove, and powder

10. You should load your gun when:

   (a) You leave the house.

   (b) You get into your car.

   (c) You are out in the country and ready to hunt.

11. Most accidents happen between one and ten yards from gun to victim. At that range, a shotgun is:

    (a) Not as dangerous as a rifle.

    (b) Less dangerous than a rifle because it will not penetrate as far.

    (c) Just as dangerous as a rifle.

12. By acting as though every gun is loaded until you personally examine it you are:

    (a) Acting like a sissy.

    (b) Unnecessarily delaying your shooting.

    (c) Showing that you have sense enough to handle firearms.

13. A perfect sight picture would show:

    (a) The bullseye sitting on top of the post of the front sight with the top of the post centered in the peep.

    (b) The top of the post in the center of the bullseye.

    (c) The post covering the entire bullseye.

14. By asking the landowner for permission to hunt and getting acquainted with him you are:

    (a) Showing your respect for the landowner and his property.

    (b) Probably assuring yourself of a place to hunt in the future.

    (c) Demonstrating that you are a real sportsman.

    (d) Doing all of the above things.

15. Hunting and fishing regulations are based on:

    (a) The recommendations of the professional biologists.

    (b) The recommendations made by the public.

    (c) An Advisory Committees recommendations.

    (d) All the recommendations listed.

16. "No Hunting" or "No Trespassing" signs on private property are generally the result of:

    (a) Landowners who dislike people in general.

    (b) Snowmobilers.

    (c) Disrespect and carelessness on the part of hunters.

17. Game laws and regulations are intended to:

(a) Protect the wildlife you hunt.

(b) Insure the safety and welfare of the public.

(c) Insure everyone equal hunting opportunities.

(d) Do all the things listed above.

(e) a and b.

18. The Alaska Department of Fish and Game carries out its responsibilities through:

(a) Research and Management.

(b) Law enforcement and education.

(c) Land acquisition and development.

(d) Making everyone buy hunting and fishing licenses, etc.,

(e) All the above

(f) a, b, and c.

19. Discourtesy and greed on the part of the hunter are pathways to:

(a) Lasting friendships between the hunter and landowner.

(b) More game in the bag, which is the main objective of hunting.

(c) Accidents, posted land, and bad image of hunters in general.

20. The U.S. Bureau of Sport Fisheries and Wildlife:

(a) Sets up a general framework and the options available to states regarding season lengths and daily bag limits for migratory birds.

(b) Maintains and manages the National Wildlife refuges here in Alaska.

(c) Requires that every person 16 years or older must purchase a migratory waterfowl stamp before they can legally hunt waterfowl.

(d) Cooperates in the drainage of pothole areas so that the water can be used to make streams and larger lakes for waterfowl to use.

(e) a and d.

(f) all of the above.

(g) a, b, and c.

THE FOLLOWING STATEMENTS ARE EITHER TRUE OR FALSE. IF TRUE PUT A CIRCLE AROUND THE LETTER "T". IF FALSE, PUT A CIRCLE AROUND THE LETTER "F".

PART B

1. T F A gun with the safety on is not necessarily foolproof.

2. T F There would be fewer hunting accidents if all hunters would watch out for the other guy.

3. T F It is dangerous to shoot a rifle if the bore contains grease or too much oil.

4. T F The plans you make before going hunting are just as important as what you do when you are lost.

5. T F Safety and clean kills are the two main reasons a person should be a good shot.

6. T F A .22 long rifle bullet can carry as far as a mile.

7. T F It is dangerous to carry both 20 gauge and 12 gauge shells while hunting, because the 20 gauge shell will fit in the barrel ahead of the 12 gauge shell and cause serious trouble if fired.

8. T F Rifle calibers are measured in hundreds or thousands of an inch or in millimeters.

9. T F A safety on a gun should not be trusted because mechanically made devices often fail.

10. T F The safety on a gun should be in the "off" position only when it is about to be fired.

11. T F The barrel of a gun should be examined before firing because it may be obstructed.

12. T F The three primary rules in gun safety are: 1. Treat every gun as though it were loaded. 2. Always point your gun in a safe direction. 3. Be sure of your target.

13. T F The most important part of hunting is getting the full limit.

14. T F Ammunition that will fit in a gun is safe to use in that gun.

15. T F A hunter should ask permission to hunt on a farmer's land because it is private property. The hunter should consider himself a guest and respect the farmer's property as if it were his own.

16. T F It is permissible to shoot through a small patch of brush at a deer even if you can't see the animal.

17. T F Subdividing of winter range is one form of habitat loss here in Alaska.

18. T F If restocking an area is in order, it is often better to trap and release wild game rather than rely on artifically raised game animals.

19. T F Bag limits and regulated season lengths are tools used for controlling the harvest of game.

20. T F Wildlife produces an annual crop and a portion of management involves harvesting this annual surplus of wildlife.

21. T F Food, cover and water are the principal ingredients of habitat.

22. T F Disease, starvation and predation are nature's own ways of keeping animals in balance with their food supply.

23. T F Too little habitat for too large a game population can create disease and death among wildlife through hunger and exposure.

24. T F The number of animals which can live in an area is limited by the area's carrying capacity.

25. T F Hunting can help maintain wildlife populations at proper levels by removing surplus wildlife.

26. T F Hunter ethics are very important to the sport of hunting.

27. T F The money spent by hunters in the purchase of hunting license, migratory waterfowl stamps, and sporting firearms and ammunition helps finance state and federal programs of wildlife protection, research and management.

28. T F All species of wildlife, even completely protected ones can be taken during winter season.

29. T F Habitat improvement is the formula for game and fish abundance.

30. T F A hunting license gives one the right to hunt on private land without asking the owner's permission.

PART C

Answer each question in the space provided. The required number of answers per question are shown in parentheses after each question.

1. List the Ten Commandments of Hunter Safety. (10 pts.)

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

2. How can you keep good relations between the hunter and landowner? (5 pts.)

A.

B.

C.

D.

E.

3. What are some of the things a hunter can do to conserve our wildlife? (3 pts.)

A.

B.

C.

4. What are some things a hunter should know about the game he is going to hunt -- before he hunts? (5 pts.)

A.

B.

C.

D.

E.

5. Why do we have game seasons and bag limits? (2 pts.)

A.

B.

STUDENT TEST ---------- ANSWER KEY

Should have no fewer than 18 correct.

PART A

1.	c	11.	c
2.	c	12.	c
3.	b	13.	a
4.	b	14.	d
5.	b	15.	d
6.	b	16.	c
7.	b	17.	d
8.	c	18.	f
9.	a	19.	c
10.	c	20.	g

Should have no fewer than 27 correct.

PART B

1.	T	16.	F
2.	T	17.	T
3.	T	18.	T
4.	T	19.	T
5.	T	20.	T
6.	T	21.	T
7.	T	22.	T
8.	T	23.	T
9.	T	24.	T
10.	T	25.	T
11.	T	26.	T
12.	T	27.	T
13.	F	28.	F
14.	F	29.	T
15.	T	30.	F

PART C Should have 20 out of 25 points. Allows for reasonable answers other than those given on the key.

A.

1. Treat every gun as though it were loaded.
2. Carry your gun so that the muzzle is under control at all times.
3. Unload guns when not in use.
4. Make sure that the barrel and action are clear of obstructions.
5. Be sure of your target before your squeeze the trigger.
6. Never point a gun at anything you don't want to shoot.
7. Never shoot at flat hard surfaces such as water.
8. Never climb a fence or jump a ditch with a loaded gun.
9. Guns and ammunition should be stored separately
10. Avoid alcoholic beverages before and during hunting.

B.

Ask permission to hunt on private property.
Never molest livestock or damage fences, machinery, or other property.
Never shoot toward building, livestock, or field workers.
Always leave gates as you find them.
Thank the landowner for the privilege he has granted you.

C.

Obey all game laws and report any violations of these laws.
Never shoot more game than you can use and don't waste the game you do get.
Know the needs of wildlife and try to improve conditions for wildlife.

D.

Proper identification of species, proper identity of sex, habits of the game, bag limits, season and legal hunting hours.

E.

To properly manage and perpetuate the wildlife.
To take only the surplus animals and leave breeding stock for next year.

ALASKA DEPARTMENT OF FISH AND GAME

HUNTER EDUCATION TRAINING

Student Test (II)

Name_____

Instructions:

The instructor will mark the item Pass or Fail according to the student's response. The test should be given individually.

	PASS	FAIL	SKILL
1.	____	____	Proper procedure when picking up a gun.
2.	____	____	Identification of the basic parts of a firearm.
3.	____	____	Identification of different cartridges.
4.	____	____	Procedure for sighting-in a rifle.
5.	____	____	Procedure for cleaning a gun.
6.	____	____	Placing a gun in an automobile.
7.	____	____	The safety on a gun.
8.	____	____	Proper gun carries when hunting in a group.
9.	____	____	Proper procedure for crossing a fence.
10.	____	____	Obtaining permission to hunt on private land.

ANSWER SHEET FOR STUDENT TEST (II)

INSTRUCTIONS:

1. Listed below are 10 skills on which the student should be tested.
2. Each particular skill is listed with the proper instructions and response for each skill.
3. The tests should be given individually and in separate test areas if more than one test is being given.
4. Mark each item on the student's test "pass" or "fail".
5. The student must have 8 or more correct answers in order to pass. If an item is answered incorrectly, make sure the student is shown the correct answer.
6. The skills are set up so one instructor would be testing knowledge of firearms skills and if a second instructor is available he would test proper gun handling skills.
7. Take all precautions for safety. Do not have students load a gun with live ammunition.

SKILLS	INSTRUCTIONS TO STUDENT	PROPER RESPONSES
Proper procedure when picking up a gun. (Action should be closed.)	"Demonstrate the proper actions you should take whenever you pick up a gun".	Student must demonstrate three maneuvers to pass: 1. point the muzzle 2. open the action. 3. check the chamber.
Identification of the basic parts of a firearm. (Use a firearm that shows the 4 basic parts quite well.)	"Point out the 4 basic parts of this firearm."	Students must point out 1. barrel 2. stock 3. receiver 4. action
Identification of these cartridges: 1. shotgun cartridges 2. rimfire cartridges 3. centerfire cartridge Identification of shotgun shell to: gauge	"Identify these types of ammunition. What gauge is the shotgun shell? What size shot is in it? What caliber is this centerfire cartridge?	Student must identify correctly the shotgun shell, rimfire and centerfire cartridge. He must also identify the shotgun shells gauge and size. The

shot. Identify centerfire cartridge for caliber. (Use common cartridges that demonstrate these items plainly.)		proper caliber must also be given for the centerfire cartridge. All these responses must be correct to pass this skill.
Procedure for sighting-in a rifle. (Use a target with a bullseye on it. Show the shots hitting off center).	"You've just fired three shots at this target. Here's where they are hitting. How do you move the sights to get your shots hitting the bullseye?"	If your target shows shots hitting low and to the left, the correct response would be to move the rear sight up and to the right. The correct response will depend on how you design your target.
Procedure for cleaning a gun	"Demonstrate what your first action would be if you were going to clean your gun.	Student should do this: 1. Open the action and inspect the chamber. 2. Inspect the magazine.
Placing a gun in an automobile. (Hand the gun to the student with action closed.)	"Before getting into an automobile with your gun demonstrate the two procedures you should follow assuming that your gun is loaded.	Student should do this: 1. State that the gun should be unloaded. 2. Open the action.
Safety on a gun. (Hand gun to student with action closed.)	"Is a safety on a gun fool proof? Demonstrate the only fool proof safety."	To pass this skill, the student must answer and then open the action on the gun.
Proper gun carries when hunting in two's: a. Hunting partner on the left of student b. Hunting partner in front of student.	"You and your friend are hunting. The chair represents the position of your friend. How would you carry your gun when he's on your left? When he is in front of you?"	The student must show proper carry for both positions to pass. In both situations, the muzzle must be pointed away from the hunting partner, using a proper gun carry.

Proper procedure for crossing a fence. (Use chairs or rope for mock fence. Hand the gun to the student with the action closed.)	"You are hunting by yourself and come upon this fence you wish to cross. Demonstrate the proper procedure for crossing this obstacle."	The student must: 1. Open the action 2. Lay or place the gun down safely. 3. Cross the obstacle then pick up the gun.
Obtaining permission to hunt on private land.	"You are planning to hunt on some private land, but first you must obtain permission from the landowner." What are some things you say or ask the landowner?"	Use your judgment for this response. An acceptable answer would be: Greet him, introduce yourself, ask him for permission to hunt, find out what areas should be avoided, thank him for giving you permission.

Part 6
Laws Pertaining to Firearms

PART VI LAWS PERTAINING TO FIREARMS

5AAC 81.115 WATERFOWL, SNIPE AND CRANES. The legal methods and means of taking waterfowl, snipe and cranes are:

(1) Waterfowl may be taken with a shotgun not larger than 10 gauge or, bow and arrow, but not with a rifle or pistol.

(2) Shotguns must be plugged to a 3-shell capacity or less.

(3) Hunting is not permitted from a motor driven boat unless the motor has been completely shut off and the boat's progress from the motor's power has ceased or from any other mechanical vehicle except that a power or sail boat may be used as a means of picking up dead or injured birds.

5AAC 81.120 GENERAL PROVISIONS. The following methods and means of taking game are prohibited.

(1) By shooting from, on, or across a highway;

(2) With the use of poisons.

(3) By the use of helicopter or motorcraft in any manner including the transportation of game, hunters or hunting gear.

(4) From a motor driven boat.

(5) By use of a motorized vehicle for the purpose of driving.

Section 11.55.070. Possession of Firearm While Under Influence of Intoxicating Liquor or Drug. A person who, while under the influence of intoxicating liquor or an exhilarating or stupefying drug, carries, has in his possession or under his control, or uses or discharges a firearm is guilty of a misdememeanor and upon conviction is punishable by a fine of not more than $1,000, or by imprisonment in a jail for not more than one year, or by both.

Section 11.55.080. Purchase of Firearms in Contiguous States. No resident of this state is prohibited from purchasing a rifle or shotgun in a contiguous state if he complies with the provisions of PL 90-618.

Section 11.15.200. Careless Use of Firearms. (a) A person who intentionally, and without malice, points or aims a firearm at or toward a person, or discharges a firearm so pointed or aimed at a person, or points and discharges a firearm at or toward a person or object without knowing the identity of the object and maims or injures a human being, is guilty of the careless use of firearms, and upon conviction is punishable by a fine of not more than $1,000, or imprisonment for not more than one year, or by both.

(b) If death ensues from the maiming or injuring, the person discharging the firearm may, in the discretion of the prosecuting officer or grand jury, be charged with the crime of manslaughter.

(c) This section does not apply to a case where firearms are used in self-defense or in the discharge of official duty, or in case of a justifiable homicide.

Section 11.55.010. Carrying Concealed Weapons. It is unlawful for a person to carry concealed about his person, in any manner, a revolver, pistol, or other firearm, or knife, other than an ordinary pocketknife, or a dirk or dagger, slingshot, metal knuckles, or an instrument by the use of which injury could be inflicted upon the person or property of another.

Section 11.55.020. Punishment for Carrying Concealed Weapon. A person violating #10 of this chapter is guilty of a misdemeanor, and upon conviction is punishable by a fine of not less than $10 nor more than $200, or by imprisonment in a jail for not less than five days nor more than 100 days, or by both. Section 10 of this chapter and this section do not apply to a peace officer, whose duty it is to serve process or make arrest.

Section 11.55.050. Flourishing, Pointing or Discharging Firearm in Public Place. A person who flourishes, points or discharges a firearm in a city, town, village or other community, or in or on a railway coach, steamboat or steamship, or in or near a park or public grounds, or at a public place, whether public in itself, or made public at the time by an assemblage of persons, is guilty of a misdemeanor, and upon conviction is punishable by a fine of not more than $500, or by imprisonment in a jail for not more than six months, or by both.

Section 11.55.060. Shooting at Buildings. A person who discharges or shoots a pistol or other firearm at, into, in, through or against a dwelling house, schoolhouse, church building, factory, storehouse, court house or a house or building used for manufacturing purposes, or any house or building used for the assembling of people for business or pleasure, is guilty of a misdemeanor, and upon conviction is punishable by a fine of not more than $1,000, or imprisonment in a jail for not more than one year, or by both.

Federal Regulation

5845 A shotgun must not have a barrel length of less than 18 inches or an over all length of less than 26 inches. A rifle must not have a barrel length of less than 16 inches nor an over all length of less than 26 inches.

VI-2

Part 7

Lesson Outlines

Lesson 1
Hunting Ethics

LESSON I INTRODUCTION TO COURSE AND CURRENT PROBLEMS

Lesson Topics:	Explanation and purpose of course: sportsmanlike ethics and responsibilities. Hunting traditions, firearm casualties. Anti-hunting and access problems.
Type of Presentation:	Lecture, film and slides optional
Instructors References:	Hunter safety handbook, Instructors edition Chapters 1 through 4, NRA Hunter Safety Instructor's Manual Chapters 1 and 3. Current hunting regulation booklet pp 1-25. Social and ethical considerations in Conservation Annual Accident Report.
Length of Lesson:	Minimum of 90 minutes with short mid-lesson break.
Teaching Aids:	Shot up signs, no hunting signs. Anti-hunting speeches, movie "Before You Hunt." Hunting Regulations and maps.
Personnel:	Instructor-assistant instructor and if possible Fish and Wildlife Protection officer.
Student Assignments:	For lesson one, Hunter Safety handbook chapters 1-4.
Instructors Note:	The amount of subject matter to be covered is great and time is minimal. Should the instructor wish to extend the course from the required 8 hours feel free to do so. If this is the case, it would be necessary to end a class in the middle of a lesson outline and begin at that point the next class. This is acceptable. Variations from the lesson outlines are encouraged whenever they result in a higher quality program.

LESSON GOALS: To inform students of the problems that result from irresponsible and unsportsmanlike behavior.

I. Introduction

A. Scope of Lesson

1. Be certain everyone is properly registered and possesses a Hunter Education Kit.
2. Stress course ground rules
3. Explain purpose of the course.

B. Lesson Procedures

1. Discuss and explain the subject material using teaching aids when possible. A slide series or movies can be used for part of the class.
2. If available a Fish and Wildlife Protection officer can be used to present Alaska Game statutes and answer questions.

II. Subject

A. Preliminary Procedure

1. Collect Student Applications - No student should be allowed to participate in the class without first presenting a completed and signed student application and parent release form.

   a. Make sure student application form is signed by student
   b. Make sure parent release form is signed by at least one parent or guardian.
   c. Check attendance on student roster form
   d. Retain these student applications for all students regardless of whether or not they complete the course.

B. Training in firearms is serious business. Ground rules are necessary.

1. NO HORSEPLAY -- Carelessness and horseplay in the classroom are the same things that cause firearm accidents. DO NOT TOLERATE IT!
2. Insist on promptness and attendance.
3. Missed classes must be made up or course repeated.
4. The instructor is <u>not</u> obligated to pass student unless he is satisfied with aptitude, attendance, and attitude.
5. The instructor <u>is</u> obligated <u>not</u> to certify irresponsible, unsafe students regardless of examination grade.

C. Explain purpose and content of the course.

1. Promote responsible and ethical hunter conduct.

   a. Vandalism by the "slob hunter" has hurt sport hunting.
   b. Posted land, trails and anti-hunter feeling are the result.

2. Promote safe firearms handling and reduce casualties.

   a. Ignorance is dangerous as is selfishness. Think of others.
   b. Proportionally, more juveniles are injured or killed by firearms accidents than adults.

3. Promote a better understanding of types and reasons for game laws.

   a. Social laws made for public safety
   b. Equal opportunity laws
   c. Biological laws

4. Promote a better understanding of hunting traditions.

   a. Hunting has a long history of tradition.
   b. Hunting traditions vary between cultures and countries.

5. Promote a better understanding of wildlife conservation, management principles and management responsibilities.

   a. Class will discuss principles of wildlife management
   b. History of managment activities and responsibilities.

III. Anti-hunting and access to private land are increasing problems

A. A growing number of people in this country oppose sport hunting.

B. Anti-hunting philosophy is probably not overly strong, but anti-hunter sentiment may pose a serious threat to the sport.

   1. Anti-hunter feelings reflect the misconduct of the hunters, like property damage, violations of game laws, waste of game, carelessness.
   2. Hunter conduct must be improved on if the sport is to survive.

C. Large areas of private land in other states is now closed to the public partly because of hunter misconduct. This problem may soon extend to Alaska.

IV. Firearm casualties, who and how.

A. In Alaska, persons under 21 years of age are responsible for over half of all firearm casualties. Use current casualty list to emphasize.

B. Hunter education in firearm handling works! Since these programs began in the 1950's, the rate of firearm casualties has dropped 35%.

C. Firearm casualties don't just "happen"; they are caused by several factors. The most common is human carelessness. Some are:

1. Failure to control muzzle direction at all times.
2. Failure to properly identify target.
3. Failure to know location of hunting companions.
4. Loaded guns being placed in, carried, or removed from vehicles.

V. Hunting Traditions

A. As with any sport, hunting has a long history of traditions.

1. Hunting is as old as man's taste for meat and his need for clothing. Man's tools, shelter, and additional hunting implements were made from the animals killed.
2. Later, hunting was used to supplement domestic production of meat. Game was sold on the commercial market as well as used for the family table.
3. Declining game stocks and destruction of habitat made game laws necessary by the early 1800's. Hunters were the first to ask for control on the taking of wildlife.
4. The tradition of hunting to provide meat for the table has now become a tool for proper management of wildlife as well as a popular form of outdoor recreation. Today's traditions are aimed at generosity, fair play, respect for both hunted and nonhunted wildlife, and respect for the environment in which they live.

B. Hunting traditions in the United States differ from those of Europe. The aspects of fair play and respect are similar. Ownership of game is the big difference.

1. In the European system, game is owned with the land. Large landowners may set up their own system of management and harvest. Public hunting is virtually nonexistent.
2. The American system treats wildlife as a public resource which is not "owned" with the land. Hunting is still a privilege but it is a public privilege rather than a private one.

As noted above, there is a changing concept in this country away from consumptive uses of wildlife such as hunting to more "appreciative" uses such as birdwatching and photography.

VI Conclusion

A. Summary of Important Points

1. Be certain everyone is registered and possess required materials.

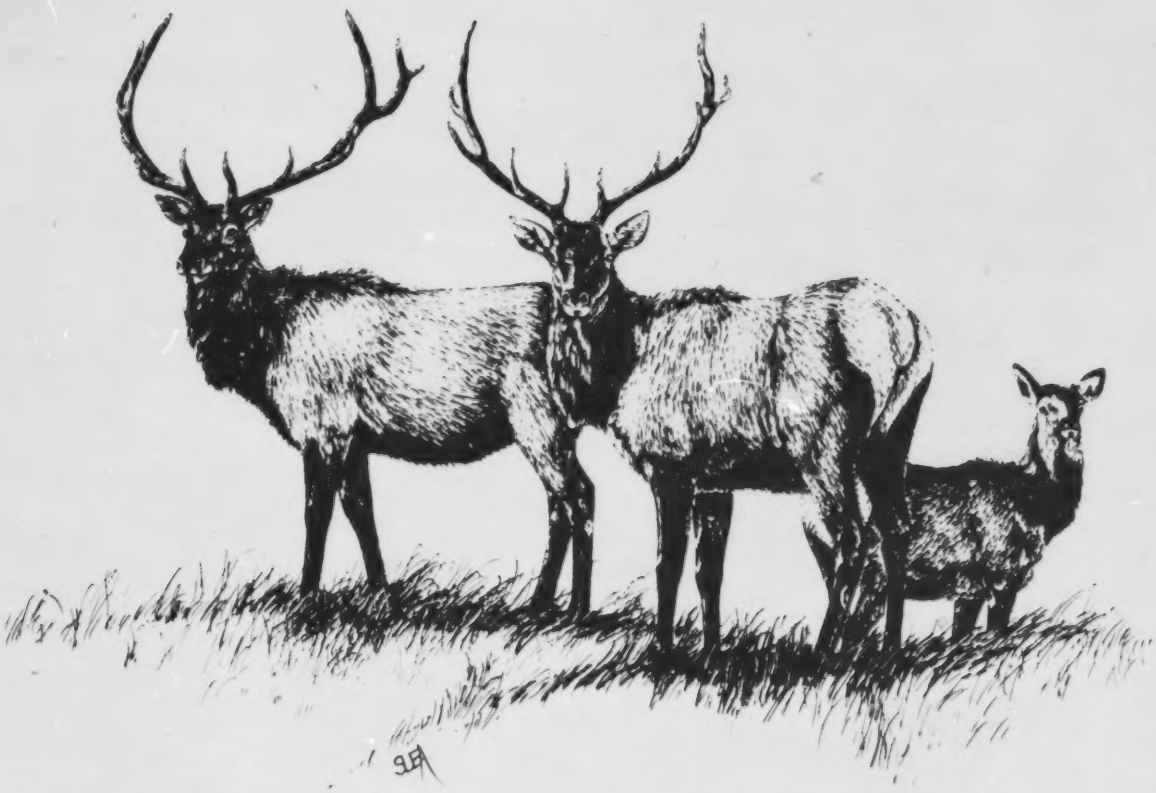
2. Repeat purpose of the class.

3. Unsportsmanlike and irresponsible behavior creates problems.

4. Wildlife has values to hunters and nonhunters alike.

B. Question and Answer Period.

C. Student Assignments.



Lesson 2

Anti-Hunter Movement, Hunting Ethics and Responsibilities

LESSON II ANTI-HUNTER MOVEMENT, HUNTING ETHICS AND RESPONSIBILITIES

Lesson Topics:	Reasons for anti-hunter attitudes, hunter responsibilities, and ethics, land owner and hunter relations.
Type of Presentation:	Lecture, optional films and slides.
Instructors Reference:	"Anti-hunting sentiment a very real threat to conservation NRA Hunter Safety and conservation manual chapters 1-4. The Young Hunters, Anti-hunters threaten wildlife." Hunter Safety Handbook chapter 3 sec. on courtesy and sportsmanship. Social and Ethical Considerations in Conservation by Robert E. LeResche.
Length of Lesson:	Minimum of 90 minutes.
Teaching Aids:	Movie "Before You Hunt," Anti-hunting speakers, slide show.
Personnel:	Instructor-Assistant Instructor, and if possible, local landowner, rancher, etc.
Student Assignments:	Read: "The Young Hunter" and Hunter Safety Handbook, Chapter 3 sec. on courtesy and sportsmanship and personal safety.

LESSON GOALS: The student should learn the importance and reasons for hunting laws, sportsmanlike conduct. Also his responsibilities to himself, hunting companions, landowners and the resource.

I. Introduction.

A. A recent survey indicates a growing sentiment against hunting in U.S. Three-fourths of those questioned indicated some level of disagreement with hunting or hunters.

1. This trend appears to be associated with increasing urbanization and the resulting disassociation with the land. Social values are consequently drifting toward a preservationist philosophy for all natural resources.

2. Philosophical disagreement with hunting and killing wildlife ranks with religion and politics rarely being resolvable through discussion or argument.

B. Opposition to hunter conduct and the effect of hunter activities may pose more of a threat to the sport than the philosophical disagreement.

1. Activities by a few hunters today endanger the sport for many. Hunter misconduct such as leaving gates open, shooting signs, killing livestock, violating game laws and starting fires has been responsible for much of the opposition to hunting.

2. For landowners, this opposition has resulted in private land being closed or access blocked to public hunting area. Nonlandowners have proposed legislation to restrict hunting and even halt hunting altogether.

3. Sportsmen must work harder to promote ethics and weed out those who misuse the privilege.

C. Further hunting in Alaska may depend on sportsman-landowner relations.

1. Good relationships on an individual basis will be necessary to preserve public hunting on private land and access to public land.

2. Always respect property and rights including livestock, equipment and access. Access privilege carries with it access responsibility.... responsible courteous conduct.

II. Ownership of Land

A. Private land - that land owned by one individual or corporation.

1. Hunting rights and access on private land are generally vested with the land owner. He has the right to prevent access. He may also charge for the right of trespass.

2. Permission should be obtained before entering private land.

3. Although the land is privately owned, the wildlife is a public resource. Private landowners are required to abide by seasons and bag limits just like other persons who hunt or fish. When wildlife are causing damage to the private land or crops, the proper procedures of going through the Department of Fish and Game must be followed.

B. Public land - land owned by the local state or federal governments.

1. Permission is generally not required to enter these lands although special permits may be necessary at times. National forests, state forests, and National Refuge Lands are examples.

2. These lands belong to all of us and should be treated by each user as if it were his most prized possession. This land supports wildlife and provides the water, food, and shelter for them. It also provides timber, forage for livestock, water, and countless other things. Fire, littering, indiscriminate shooting along with other acts of vandalism and carelessness destroy these values for everyone.

III. Hunting Ethics

A. The best definition of a sportsman is an "ethical hunter." Ethics is how the hunter acts, not how he talks.

1. Sportsmen respect their game laws. They pursue their quarry as a fair and honest rival. They accept defeat gracefully if the game outsmarts them.

2. A sportsman may pass up the opportunity to take game if the chase was not completely fair. He may halt his pursuit to watch another of nature's dramas unfolding before him. He may allow a particularly large animal or a young, unwitting one to escape after he has stalked it to a point where he could have easily killed it. In short, he has his own set of rules that are much more restrictive than those of the state. This is ethics at its best.

B. The National Rifle Association offers the following Hunter Code of Ethics.

"I will consider myself an invited guest of the landowner, seeking his permission and so conducting myself that I may be welcome in the future.

I will obey the rules of safe gun handling and will courteously but firmly insist that others who hunt with me do the same.

I will obey all game laws and regulations, and will insist that my companions do likewise.

I will do my best to acquire those marksmanship and hunting skills which assure clean, sportsmanlike kills.

I will support conservation efforts which can assure good hunting for future generations of America.

I will pass along to younger hunters the attitudes and skills essential to a true outdoor sportsman."

IV. Hunter Responsibilities

A. To Himself

A hunter's first responsibility is to himself. Every adult hunter should have a physical check-up at least six weeks before the proposed trip and follow his doctor's advice. All new clothing should be worn before going hunting to be sure it fits and is comfortable. Clothes should be suitable for Alaska's extreme weather conditions. Every person who is hunting for big game or in a big game hunting area should wear an outer garment and cap of a color as much unlike that of the animals as possible. "Hunter orange" or blaze orange is recommended. Avoid red, due to the high percentage of people who are color blind.

Boots should be of good quality, give ankle protection, be water proof and have a sole that will prevent slipping. It is very important that new boots be worn many times before going hunting.

Basic equipment should be checked and should include a knife, waterproof matches, a candle, rain gear, extra-high energy food, compass, map of the area, and a police whistle in case of injury or getting lost. Every hunter should be completely familiar with his firearm and safe gun handling. He should keep the gun clean and in good operating condition. If something is wrong with the firearm, it should be taken to a gunsmith for immediate repair; even a small defect could cause serious injury or perhaps death. Every gun should also be "sighted in" before entering a hunting area. Sighting in should never include anything other than a standard target with a good backstop. If every hunter knew his firearm, how far it would logically shoot, kept it in good operating condition, and developed his marksmanship ability -- he would quickly and humanely kill his game and avoid any crippling loss. He would also reduce his chance of causing a hunting accident.

A knowledge of the country where he plans to hunt can save a hunter many hours of anxiety in case he should get lost. Several trips into an area before the hunting season will help accomplish this. These trips will also help the hunter become familiar with the habits of the game he will pursue. It will also lessen his chances of shooting illegal game or causing an accident.

A hunter should be familiar with the habits of other people, especially his hunting companions, other hunters, and persons living in the hunting area. The reason is simple -- if he can reasonably anticipate what others will be doing, he will not be startled into causing an accident. He should be constantly alert when in the vicinity of other hunters for self-protection. He should stay out of others' line of fire and be aware of their whereabouts at all times. NEVER USE YOUR RIFLE SCOPE TO LOOK AT OTHER HUNTERS.

B. To other hunters and the resource

1. Whenever a person is hunting or fishing he has both moral and man-made laws to follow. He can, as the laws specify, take a certain amount of game called the daily or possession limit, whether it is actually needed or not. He may take, in a sportsmanlike way, only the game he will use. The latter is the moral law or sportsman's approach, one that unfortunately is not always followed.

   If a person takes more game than is legally allowed, he is breaking the law and should be prepared for the consequences. Morally he is stealing from his fellow sportsmen and depriving them of their recreation. The future of the resource is dependent upon sportsmen who are willing to take only their share or a little less.

   Fatigue and overeagerness are prime causes of firearm accidents. You owe it to your hunting companions to get in shape before the season and stay within your physical limits while hunting. The overeager hunter sees game that is not there, more than once has wounded hunting companions because he did not take a second longer to properly clear away the early blur and identify his target.

2. Confine shooting to the game species being hunted. Don't get the reputation of being trigger happy.

3. Do not shoot at insulators, power and telephone lines.

   a. Describe possibilities in loss of telephone communications. Inability to reach fire or police departments, doctors, etc. Besides this possible hazard, there is the general inconvenience in lost phone availability. Damage to modern telephone distribution lines is expensive to repair.

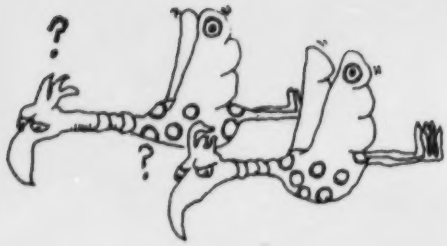
   b. Describe problems resulting from power failures. Ask the group what electricity does in the students' homes. Power loss in the home is an inconvenience--in the factory it stops production. In hospitals electrically operated life support machines must go onto auxiliary power. Auxiliary power is mechanical and, like the safety on a firearm, is subject to malfunction.

   c. A broken insulator results in downed power line. The average to replace an insulator runs from about $300 to $600, depending on distance to repair and size of the line. These costs are paid by the electricity users. Downed or uninsulated wires can give electrical shocks fatal to animals and can start range fires.

d. Road signs.

Shot-up road signs are a needless public expense. They are advertisements of irresponsible firearm usage and give hunters, as a group, a very bad name.

4. Use snowmachines and all terrain vehicles to get to the hunting areas only. Keep vehicles on roads or trails to prevent destruction of wildlife food plants, soil erosion and undue wildlife disturbance. Hunt in the traditional manner--don't use vehicles to hunt game. The practice of jumping animals then chasing them is poor sportsmanship, often detrimental to the animal and a source of irritation to other hunters.



5. Learn to judge distance. Shoot at only those game animals and birds within range. Avoid misplaced and crippling shots.

6. Avoid shooting in cover where downed birds cannot be found and retrieved. Explain advantage of using a good retriever to avoid bird loss.

7. Don't try to shoot over the other fellow's decoys. This is very poor sportsmanship. Put yourself in the other fellow's shoes.

8. Laws protecting certain game birds and animals are designed to protect the brood stock of the species and insure a future supply of game. Properly respected, these laws protect not only the game but the hunter as well.

9. A good hunter will learn to identify game in the field. Preseason trips into the hunting area will familiarize him with wildlife in its natural surroundings. Properly identified game results in fewer illegal kills and less waste of wildlife.

10. Sportsmen recognize a responsibility to practice marksmanship (which includes sighting in) and withhold fire until a clean kill can be made. Poor shooting wastes meat and results in crippled game. If a shot does not find a vital mark, the sportsman does not stop to consider whether to track the wounded animal. It would violate his responsibility to the game not to give it his best effort.

C. Care of game is a responsibility both to yourself and the game.

1. In the field (The following should be enlarged upon by the instructor.) Order a copy of "Care of Big Game Meat" for each student. Other information on preparation of game foods is also available through your extension service.

a. The basic rule of game care is keep it clean, dry, and cool. Improper handling often results in bad flavor and wasted meat.

b. Carry proper equipment.

c. Bleed all warm-blooded animals.

d. Remove entrails as soon as possible.

e. Remove all excess moisture and keep all water away from flesh after it has been dried.

f. Skin large warm-blooded animals as soon as possible and allow to cool.

g. Trim bloodshot meat away from gunshot areas.

h. Cover carcasses with cheesecloth to allow air circulation; keep the flesh clean and insects away.

i. Transport all meat away from motor heat, direct sunlight, road dust, and gasoline if you wish to have edible food when you get home.

2. At home

a. Finish cleaning all game prior to cooking or freezing.

b. Freeze in well-wrapped packages.

c. Use wild game as soon as possible since it tends to decrease in quality after long periods of time.

V. Conclusion

A. Summary of important points.

1. Further hunting may depend on sportsman landowner relations.

2. The hunters responsibilities to himself, hunting companions, and the resource.

3. Your conduct will determine not only what people think of you, but also of all the hunters and the sport of hunting.

4. It's your responsibility to know and obey game laws.

5. The proper attitude toward hunting and wildlife revolves around respect: Respect the wildlife and the sport of hunting.

6. Careless acts will result in more restrictions upon you and all hunters.

B. Question and Answer

C. Student Assignments.

Lesson 3
Wildlife Management

LESSON III WILDLIFE MANAGEMENT

Lesson Topics:	Wildlife management principles, history, management responsibilities, hunters' role, laws and regulations.
Type of Presentation:	Lecture, film and slides optional
Instructors References:	Hunter Safety Handbook Chapter 3 NRA Instructor Manual Chapter 3 pp. 16-23. The Hunter and Conservation, Game Gunners and Biology. A law for Wildlife.
Lesson Length:	60-90 minutes.
Teaching Aids:	Game charts and slides, Game identification slides, moose management slides, Brown bear of Alaska, the Polar bear.
Personnel:	Instructor, assistant instructor, game biologist (optional).
Student Assignments:	Read the Hunter and Conservation, Game Gunners Biology, A Law for Wildlife and Hunter Safety Handbook Chapter 3.

LESSON GOALS: Students should understand their important role in the conservation and management of our wildlife resource. Students should know some of the agencies in our state responsible for the management and law enforcement which protects our wildlife and its habitat.

I. Introduction.

A. Scope of Lesson.

1. The history of wildlife management
2. Hunting and its role in conservation
3. Major challenges facing wildlife management
4. Ways of helping wildlife.
5. State responsibility in managing wildlife
6. Federal responsibility in managing wildlife

B. Lesson Procedures.

1. You should explain the lesson contents through a lecture. If possible, invite a game biologist or some other person working in the wildlife field to lecture on the game management section of the lesson.
2. If possible, show any of the following films, "Brown Bear of Alaska", "The Polar Bear", "Before You Hunt", or "A Question of Hunting".

II. Subject -- To the Student.

A. Wildlife Conservation

Many people who enjoy wildlife do not understand what it takes to have it and to keep it. And, because men often do not understand, wildlife has been destroyed and sometimes exterminated, wasted, or over protected and allowed to suffer from disease and starvation due to overpopulation. Man is the only animal with the power to completely control the lives of other living things. Man can do many things to control his own environment or living conditions. He can control the living conditions or environment of wildlife as well. Each of us has some voice in our activities which influence the welfare of wildlife. Will we stumble blindly through life - ignoring the existence and needs of wildlife - or will we take the time to learn the facts and the truth about wildlife and do our part to see that we will continue to have fish and game to catch, hunt, photograph or to enjoy in the future.

1. The History of Wildlife Management.

In 1933 Aldo Leopold published his book entitled, "Game Management". In his book, Leopold discussed nearly all the scientifically proved methods of basic game management. In short, he outlined a number of things which he thought wildlife must have to survive and to produce a population for future years. Make note of the statement that he outlined a number of things.

Bear in mind that what we now know as modern game management was only experiencing its beginning at this time. Hunters around the nation had become alarmed by a scarcity of wildlife. Market hunting for some birds and animals reduced populations to very low levels. The passenger pigeons habitat was destroyed and the bird was hunted to extinction. Buffalo were reduced to a few hundred of the millions which once roamed our plains. Man's control of the landscape in which he plowed, ditched, drained, burned caused wildlife populations to be reduced in greater numbers than hunting did.

The alarmed sportsmen or hunters and others who enjoyed and appreciated wildlife began a movement to do something about the problem. Government agencies were approached and asked to provide help. Any project requires money to operate and it was the sportsman who contributed dollars by buying hunting licenses, duck stamps, and by paying taxes on the guns and ammunition they purchased. We will talk about two of these government agencies later in this lesson.

Five basic methods have been used in the attempt to aid wildlife and to increase their populations. They are: Predator control, wildlife stocking, refuges, habitat management and law enforcement. As we discuss these things, remember that none by itself can provide a solution to whether we do or do not have good populations of wildlife.

a. Law Enforcement.

Game management programs are based on state control of hunting seasons and bag limits which regulate wildlife populations. In Alaska the constitution places ownership of wildlife in the hands of "all the people". An agency of state government - the Fish and Game Department - is charged with control of wildlife. Laws must be made which will give some degree of protection to our wildlife. This protection comes in the form of hunting seasons, bag limits and so forth. The idea of game seasons is not new. In one chapter of the Bible it is mentioned that "females with young" should not be killed. It is easy to see that closing game seasons when young are being born and are growing will at least give them a chance to become adults before they are hunted. Good enforcement of wildlife laws is the keystone of modern wildlife management.

Let's look at it this way. Wildlife belongs to all of us. If we follow the rules we are helping to allow enough game to live to produce more game for next year and all the years ahead. Those who break the rules are not doing their part. What's more, they are stealing from the rest of us. We have policemen to stop and catch thieves who would rob our stores and homes. We have Game Enforcement officers for this same reason. Should it not be as bad to steal our wildlife property as it is to steal a camera, watch or TV set? Each of us should help to defend our property by seeing to it that wildlife thieves are caught. Our Game Enforcement officers are working to see that wildlife gets the protection needed and to see that our fair share of the wildlife that each of us owns is not stolen from us. Officers are to be thought of as friends. Did you ever notice that the guy who dislikes the wardens is probably one of those people who break the rules? Stopping thieves is only part of the duties an officer must perform. He may give programs at schools, wildlife clubs and other organizations.

b. Predator Control

A predator is an animal that lives mainly by killing and eating the flesh of another animal. It was generally thought that since predators kill game, killing a predator would mean more game. Thus, one of the first wildlife management methods used was predator control. This involved killing hawks, eagles, crows, foxes, coyotes, skunks, and other predators which people felt were the cause of our declining wildlife. This method wasn't the total solution, for populations of wildlife still lost ground in many cases. It is possible for a large number of predators to be harmful to a smaller number of game animals or domestic livestock. In such cases, predator control activities should be limited to the individual animal causing the trouble and not aimed at the entire species. Obviously game must have protection from excessive harvest by predators, man included; however, this doesn't mean total protection. Total protection from predators can be one of the greatest hazards to a wildlife population. It allows the animals to become "its own worst enemy" through over-population, disease and starvation. Predators are essential to the harmony of the land.

c. Wildlife Stocking.

Artificial propagation or raising wild animals in captivity and then releasing them in the wild was the next management principle employed in this country between 1930 and 1950. This effort proved to be very costly and not very successful in terms of increased game supplies. Wildlife habitat is capable of supporting just so much game and no more. This is known as the carrying capacity of the habitat. If man introduces game beyond that capacity the stocked game will not survive on the habitat. A basic weakness of artificially raised game is that they become too dependent upon man for food and shelter. Once they are released into the wild they can't find the proper food, shelter or cover and consequently many of them die. It is often better to trap or transplant wildlife from areas of high population and then place them on the area desirable for stocking. Indiscriminate stocking and inadequate habitat is often a waste of time and money. Game stocking can be practical when suitable game range still exists but the original breeding stock has been destroyed or removed from that particular range.

d. The Refuge.

One of the oldest principles of game management, the game refuge, was used quite extensively in the past and is still in use today. It was felt that game, in order to survive, needed a place which was entirely safe from the hunter. It was intended that excess game populations produced on these refuges would flow out and restock surrounding areas that have small populations. However, in many cases the area surrounding refuges is poor wildlife habitat and it would be of no advantage to have wildlife disperse on this poor habitat. Thus, refuges for game and upland game are becoming less important and these animals can be managed best by regulating hunting season lengths and bag limits.

In regard to waterfowl, refuges can be of significant value. Areas designated as breeding grounds, rest areas, and wintering areas, are all very important to these migratory birds. These areas provide rest and food for the birds during long migration flights.

e. Habitat - the key to wildlife abundance.

This is the key to game abundance or scarcity, for it is the habitat which determines largely where wild animals will be and in what numbers. Food, cover and water are the principle ingredients of habitat. Every animal has its own particular habitat requirements. If they are present in the right combination and condition, the animal thrives. If they are scarce, the animal struggles for existence. If they are absent, the animal either moves out or dies. No animal can exist without food or water, but equally important is proper cover for nesting and reproduction, for escape from predators, and for protection from the elements. Provide the right balance of food, water, and cover and any wildlife species will prosper. Destroy any of these three elements, singly or in combination, and the species will be in trouble. It is now felt that habitat improvement is the closest thing to a "cureall" for the problem of our declining wildlife populations. Improving habitat will probably produce more wildlife than will the other methods that have been mentioned.

After learning about the different methods or tools used to manage wildlife we can see the truth in Mr. Leopold's idea that <u>not</u> <u>one</u> but a number of things must be done to provide for wildlife populations.

2. Hunting and Conservation.

Nature produces a great surplus of most animals, many more than food and cover on a given area can support.

If wildlife is permitted to exist on an area in an over-populated condition, the food in that area soon becomes depleted. Wildlife populations can't be stockpiled in excess of the carrying capacity of the land. Nature will deal with these over-populations in many different ways. Disease and starvation will happen when populations are too high. Predation is another way of keeping animals in balance with their food supply.

Hunting can therefore be a substitute for nature's own harvest. It provides clean, wholesome, outdoor sport for many people and also prevents waste of a surplus resource as well. Hunting is a very useful and important tool in game management. When controlled properly, it can help maintain wildlife populations at proper levels. Many thousands of nonhunters enjoy wildlife all year long, but few probably realize that one of the main reasons the wildlife is there is because of the large sums of money spent by hunters to help keep it there. The hunters make contributions to wildlife through their purchases of hunting licenses, migratory waterfowl stamps, donations and the federal excise tax they pay on sporting arms and ammunition.

This money which is spent by hunters accounts for the majority of the finances available for the state programs of wildlife protection, restoration, research, and management. This money is spent not just for game species but for all wildlife. No part of these wildlife conservation programs are financed by general tax money. These programs are financed entirely by the sportsmen. The hunter has earned his place in outdoor America by showing his willingness to support his sport with time, money and effort. Hunters have paid millions of dollars in excise taxes, licenses and permits. It is estimated that hunters spend more than $100 million each year developing wildlife habitat on private land. It is also estimated that

hunters alone put above $2 billion into the nation's economy every year with much of this money going back into conservation programs. As a result the hunter plays a very important role in wildlife conservation.

3. Major Challenges Facing Wildlife Management.

Wildlife managers, and even more importantly, the wildlife itself face many serious challenges today. These challenges stem from the many activities of man.

Man, in addition to changing his own habitat, is the dominant force in controlling the habitat of other animals as well.

Unless these challenges are met, wildlife and the sport of hunting face a bleak and uncertain future.

a. Loss of Habitat.

Loss of habitat is a major concern to wildlife management. It is estimated, on a national basis, that a million and a half acres a year of prime wildlife habitat is being taken for highways, housing and industrial development annually. In addition, land is being subjected to more intensive use by the landowner. Economic pressure and increasing demands for food require more land. Thus, trees, brush piles and marshes and other prime wildlife habitat fall prey to the plow and the bulldozer.

b. Drainage of Wetlands.

Wildlife managers are fighting a never ending battle against wetlands drainage. It takes potholes, lakes and marshes to produce waterfowl and these are being lost at an alarming rate. Since potholes and marshes are potential farming acreages, many people feel they should be drained. However, such drained lands are not always appropriate for crops and more consideration and study should be given to these areas before decisions are made to drain them. To conserve waterfowl, man must understand their needs and harmonize them with his own needs. If potholes, marshes and ponds must be drained, man should offer other areas of adequate water, food and cover, nearby.

c. Chemical Pollution of Land, Air and Water.

Pesticides, and other chemicals used by agriculture and industry are all used without sufficient forethought

of their impact on the natural environment. Certain pesticides cause many birds to lay infertile or fragile eggs. High concentrations of mercury and other toxic chemicals are being found in other animals.

Wastes from cities and industry, silt and debris that wash into lakes and streams when the land's natural cover is removed, soil erosion through overgrazing and poor land use, wastes from feedlots washing off the land, and excessive use of fertilizers are all contributors to the water pollution problem in many states.

Air pollution problems haven't reached the proportions as experienced in more populous states. However, with the population and industry expanding this could become more of a problem in the future. It must be remembered that a polluted or poisoned environment is unhealthy for all species of wildlife, man included.

d. Increased Hunting Pressure.

As the numbers of hunters increase each year, the demand for more areas in which to hunt and fish will also increase. Therefore, wise management, reasonable regulations, and sportsman ethics become increasingly important to assure the future of wildlife.

e. Public Apathy.

This may well be the biggest challenge of all. Without public support little can be done to meet these problems. The big challenge now is to become aware of the needs and do something about it. It will involve hard work and crusading, both as an individual and as a group.

4. What Can be Done for Wildlife.

Man must realize that he isn't the only creature seeking to derive a living from the land. He must realize that wildlife is also dependent upon the land.

Wildlife, like crops, are dependent upon the land and therefore are products of the land. When man views wildlife in this respect, he will realize how his actions often threaten the future of our wildlife.

If you don't own land, you could help the landowner with habitat problems, by donating time or money to help make improvements on his land.

You should abide by all game laws and insist that your friends do the same. Never take more game than you can use and don't waste the game you do take. Join organizations that are dedicated to the conservation of our natural resources.

B. State Responsibility in Managing Wildlife.

1. Alaska Department of Fish and Game

Alaska laws have affirmed that the ownership and title to all wildlife within the borders of our State is owned by the State. The ownership of these resources by the State is accompanied by a responsibility of the State to manage them in the best manner possible. Your Fish and Game Department is the agency of state government charged with this responsibility.

a. Primary Goal.

The main purpose of the Fish and Game Department is the regulation and development of Alaska's Fish and Wildlife resources. These resources may be used and enjoyed by all residents in Alaska and by visitors to our State.

b. Fish and Game Department Objectives.

The Department's goal may be accomplished by carrying out the following objectives:

(1) Beneficial species of fish and wildlife will be perpetuated and if possible, increased by preservation, development and management of proper environment.

(2) The Department will research, develop, and manage our wildlife resources, in an attempt to provide the greatest amount of recreation possible for the hunter.

(3) The Department will attempt to provide nonhunters with as much recreation as possible.

c. Financing

Divisions of Sport Fish and Game are financed solely by funds obtained from the sale of hunting and fishing licenses, nonresident game tags, federal aid funds, and other minor sources of income. It doesn't

obtain any public tax money for its operations. Money collected for fines and violations goes into the general fund. This money is used in the general operation of our state government.

d. Programs and Projects.

The Department carries out its objectives and responsibilities for sport hunting and fishing through programs of research, management, development, education, land acquisition and law enforcement. Basically the Sport Fish and Game Division share the responsibility of carrying out these objectives through various programs and projects.

(1) Research

A strong research program is necessary to assure the Department efforts are not misdirected. Such things as evaluation of stocking, food and habitat preference of game animals, and diseases of wildlife are examples of research projects studied by Department biologists.

(2) Management

Management is that phase of the Department's activities concerned with the use and control of wildlife. One of the major tools of management is the setting of hunting seasons and bag limits on resident game. Bag limit is the number of animals that can be taken legally during the hunting season. Biologists carry out population surveys, bag checks, and hunter success surveys to determine the abundance of wildlife and the amount of wildlife harvested the previous year. These surveys also indicate if a surplus of a game species exists and if it should be harvested at all. Based upon their findings, these biologists make recommendations to the Board of Fish and Game as to season length, size and sex of bag limit, methods and means of taking game, and areas that should be open to hunting. The Board members study these reports and public testimony before making regulation changes.

(3) Law Enforcement

Law enforcement has previously been discussed.

(4) Education

Education is an essential part of any conservation program. Man's ability to use our resources wisely can only come through education. The educational program attempts to instruct the public in the proper management of our soil, air, and water resources, which have a direct affect on the well being of our fish and wildlife. It also makes known the activities being carried on by the Department. This is accomplished through the publication of Fish Tales and Game Trails, weekly radio and TV programs, news releases, pamphlets and bulletins. Films are also on file in the Department and are available upon request.

(5) Land Acquisition

This is a program of increasing importance in the Department. Land is acquired for public access, for preservation of critical habitat, and for wildlife production areas.

The necessity for more public lands, that can be managed and developed for fish and wildlife, increases as more private land is posted against hunting, as more wildlife habitat is destroyed by drainage, clearing and subdividing, and as the public has more leisure time.

e. Divisions of the Fish and Game Department.

The programs and policies carried out by the Fish and Game Department are the results of the combined efforts of five divisions.

(1) Administrative Division

(2) Game Division

(3) Sport Fish Division

(4) Commercial Fish Division

(5) Fisheries Rehabilitation and Enhancement Division

C. Federal Responsibilities in Managing Our Wildlife.

Although the wildlife is owned by our state, the Federal Government does have some responsibility which is carried out by the U.S. Bureau of Sport Fisheries and Wildlife, National Park Service and National Marine Fisheries.

1. Duties and responsibilities of the U.S. Fish and Wildlife Service in Alaska.

   a. The Fish and Wildlife Service sets up a general framework for an open season and the options available to the states regarding season length and daily bag limit for our migratory birds such as ducks, geese, and snipe. The state then can accept different options on season length and bag limits from this general framework.

   b. The Fish and Wildlife Service also requires that every person 16 years or older must purchase a duck stamp in order to hunt waterfowl.

   c. The Fish and Wildlife Service also maintains and manages National Wildlife refuges, and select mammals such as polar bear, walrus and sea otter.

2. National Park Service maintains Alaska's National Parks and National Monuments.

3. National Marine Fisheries - supervises enforcement activities on marine mammals and management of some species such as whales, sea lions and seals.

III. Conclusion.

A. Summary of Main Points.

1. Man in addition to changing his own environment, is the dominant force in controlling the environment of wildlife as well. His attempts to manage the wildlife environment have included these following methods: Predator Control, Wildlife Stocking, Refuge Management and Habitat Development (believed to be the most important).

2. Hunting and conservation are very useful and important tools in game management. When controlled properly, they can help maintain wildlife populations at proper levels.

3. Major challenges facing wildlife management are loss of habitat, drainage of wetlands, chemical pollution of land, air and water, increased hunting pressure and public apathy.

4. With a little planning and concern, people could provide better habitat for wildlife.

5. State responsibility in managing wildlife is the regulation and development of Alaska's fish and wildlife resources. This is accomplished by financial administration, hunting season and bag limit regulation, development programming, and research projects.

6. The five divisions of your Fish and Game Department are:

   a. Administrative Division

   b. Game Division

   c. Sport Fisheries Division

   d. Commercial Fisheries Division

   e. Fisheries Rehabilitation and Enhancement Division

7. Federal Government Responsibilities in managing our wildlife:

   a. Sets the open season length and daily bag limits for the states for migratory birds.

   b. Requires every person 16 years or older to purchase a duck stamp before they can hunt waterfowl.

   c. Maintains and manages the National Wildlife refuges.

   d. Manages National Parks.

   e. Supervision of Marine Mammals Law enforcement.

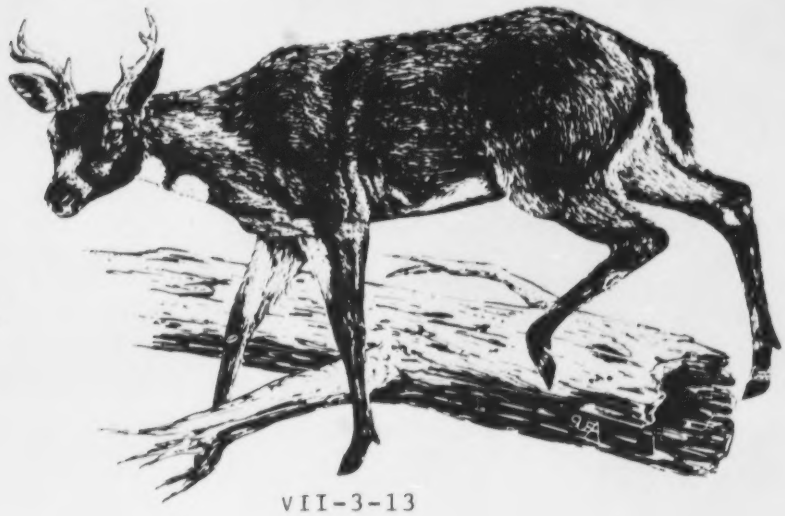
8. Wildlife Law enforcement

   a. Enforcement is conducted by the Division of Fish and Wildlife Protection in the Department of Public Safety.

B. Question and Answer Period.

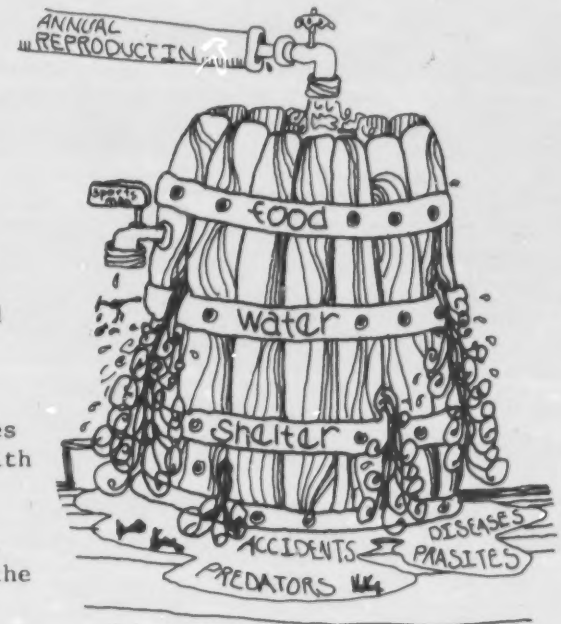
Ask for questions concerning the material covered in this lesson.

C. Student Assignment.



VII-3-13

The Habitat Barrel is a good method for understanding complex interactions of wildlife and their habitat. You may wish to make an expanded drawing of the barrel for demonstration purposes in explaining various management concepts.



Habitat Barrel

All habitat or places where wildlife can be likened to the old wooden barrel. Forest, meadows, ponds, deserts, streams, and oceans all must provide sufficient food, water and shelter within their confines if animals are to survive. Likewise the barrel must have all three bands intact if it is to hold anything placed in it. Without all the bands the barrel would collapse.

In the spring and summer the pipeline of annual reproduction is open and nature tries to fill the barrel or the land around us with all the wildlife it is capable of holding. Not all creatures born or hatched stay in the habitat, however. Predators, diseases, accidents, and parasites are but a few of the "leaks" that cause them to disappear.

During some period of the year, usually winter, the amount or quality of these basic needs that is available shrinks and animal numbers must do likewise. In effect, the whole barrel shrinks. Wildlife in excess of the habitat's capacity die. Before nature takes its toll with starvation, exposure or diseases, hunting seasons allow sportsmen to remove a portion of the surplus and help balance wildlife numbers with the capacity of the habitat. Nature eliminates the remaining surplus.

Seasons and bag limits determine when the sportsman faucet will operate and how much of the habitat's contents it will drain off. Surpluses removed by sportsmen are collected for fur, food, or other uses rather than allowed to flow out and be lost. Other leaks or decimating factors continue to reduce the level in the barrel long after the dribble the sportsman removes has ceased.

Finding ways to make the barrel bigger is a real chore for the wildlife manager. Stocking animals in an already full habitat is like adding more items to an already full barrel--it doesn't work. Like the barrel, land and water have a limit to the number of wildlife they can hold. Any extras must go. Wildlife biologists attempt to increase or maintain the number of fish and animals around us by plugging the "leaks", finding new animals for unused sections of habitat or barrel's capacity. All these activities involve a manipulation of the basic needs for wildlife survival: food, water, and shelter.

Lesson 4

Operation and Proper Use of Firearms

LESSON IV OPERATION AND PROPER USE OF FIREARMS

Lesson Topics:	General knowledge of firearms, types of firearms, basic rules of gun safety and proper firearm carrying methods.
Type of Presentation:	Lecture, demonstration, practical exercise.
Instructor references:	Hunter safety handbook pp. 11-25 NRA instructor manual pp. 39-87 Encyclopedia of firearms, Gun digest, shooter's Bible, Shooters Handbook and the Complete Book of Shooting by Jack O'Conner
Length of Lesson:	60-90 minutes
Teaching Aids:	Wall charts, actual firearms, displaying various actions, and safeties.
Personnel:	Assistant instructor if possible
Student Assignments:	Hunter safety handbook, pp. 11-25, Guns in your home.
Facilities:	Classroom large enough to carry out practical exercises.

LESSON GOALS: Give the student a general knowledge of the operating principles and characteristics of the firearms used most commonly for hunting. Teach the student the proper methods of carrying firearms safely.

I. Introduction

A. Scope of Lesson

1. The ten commandments of safety
2. The basic parts of a firearm
3. The characteristics of rifles and shotguns
4. The different types of action found in firearms
5. The basic rules of gun safety
6. The proper gun carrying methods

B. Lesson procedures

1. Discuss and explain the subject material using charts, demonstrations, and other training aids.

C. Types of Actions Common to Rifles and Shotguns.

There are several types of actions made today and rifles and shotguns are usually distinguished and named by their action design. We will discuss the following types of actions:

NOTE: If possible, have guns available that are representative of the types of actions. Point out how each action loads and ejects cartridges. Do not use live ammunition.

1. Bolt Action - this action is operated by lifting the bolt handle up and pulling the bolt backwards. This pulls out the fired cartridge case and ejects it from the gun. Pushing the bolt forward feeds a new cartridge from the magazine into the chamber. When the bolt handle is turned down, the bolt is locked into position and the gun is ready to shoot.

   a. Keep the safety "on" - your safety should always be kept on until you are ready to fire. Check it often.

   b. Keep your finger outside the trigger guard - this prevents you from accidentally pulling the trigger if you fall or when carrying the gun.

   c. Keep the muzzle pointed in a safe direction.

2. Lever Action - this action resembles the bolt action in operation, but instead of having a bolt handle it has a lever which functions as a trigger guard also. Pushing the lever downward unlocks the bolt and moves it backwards, ejecting the fired cartridge in the process. Bringing the lever back up pushes the bolt forward and feeds a new cartridge into the chamber.

3. Pump Action - this action is operated by pulling the front part of the stock backwards with one hand and pushing it forward again. This movement unlocks the bolt, pulls it back to eject the fired case and the forward movement of the bolt moves a new cartridge into the chamber.

4. Hinge Action - with this type of action, cartridges are inserted by hand into the chamber and are extracted or ejected either manually or automatically as the action is opened.

5. Semi-automatic Action - with this type of action, the first cartridge is fed into the chamber by operating the action by hand; however, the action then automatically ejects the first shell after it has been fired, and continues to feed new cartridges into the chamber, and fire them, with each pull of the trigger. Using a gun with this type of action requires extra caution since it is cocked and loaded after each shot.

D. Characteristics of Rifles and Shotguns.

The rifle and shotgun are similar in many ways but they do have characteristics of their own.

1. The Rifle - a firearm with a rifled barrel and designed to fire one projectile at a time.

   a. Barrel - must be at least 16" long to meet Federal requirements.

      (1) Rifling - a rifle barrel has spiral grooves cut into the inside of its barrel and these grooves are called rifling. Rifling causes the bullet to spin as it moves down the barrel which helps to insure steady, accurate flight.

      NOTE: Show rifling concept with a drawing or chart. Compare it to a football that is thrown with a nice spiral.

      (2) Rifles are classified into many sizes or calibers. Caliber is the inside diameter of the bore which is usually expressed in hundredths of an inch (.22, 30-30, 45); thousandths of an inch (.243, .270); or in millimeters (7mm, 8mm). 1mm = .04 of an inch.

   b. Use - rifles are more commonly used for long range shooting and so accuracy is very important. When a rifle is used for hunting, it should have adequate power for the game you are hunting.

      (1) Small Game - rabbits and squirrels. A .22 Caliber rifle would be satisfactory.

      (2) Predators - fox, coyote (.222 or .243).

      (3) Big Game - deer, caribou, moose (.270 or 30-06) etc.

2. The shotgun - named for the fact that it is designed mainly for shooting small pellets or shot at flying or moving targets.

   a. Barrel - must be at least 18" long to meet Federal requirements.

      (1) A shotgun's barrel is thinner than a rifle's and its bore is smooth--smooth bore is another name for a shotgun.

      (2) Gauge - shotguns are classified by gauges rather than caliber; 10, 12, 16, 20 and 28 are the various gauges available.

Exception: A .410 shotgun is the actual bore diameter in inches.

NOTE: Use a chart or drawing to illustrate the gauge size of shotgun barrels.

(3) Choke - this controls the spread of the shot after it leaves the barrel. The farther a shot travels, the more it scatters out. Therefore, to control the scattering, the mouth of a shotgun barrel is choked or slightly constricted. There are various degrees of choke such as full, modified and improved.

(4) Damascus Barrel - an old style shotgun barrel that was made by taking strips of steel and welding them together to form the barrel. A shotgun with this type of barrel should not be used with our modern ammunition. The powder used in our modern ammunition produces tremendous pressure which could rupture this barrel.

b. Use - shotguns are used on a variety of game such as waterfowl, upland game, and small game.

(1) A shotgun when used for hunting waterfowl and upland game must not be capable of holding more than three shots according to the Federal Migratory Bird Act. This means, with one round in the chamber, the magazine must be plugged so it can't hold more than 2 rounds.

(2) You must realize that a shotgun is no less dangerous than a rifle simply because it doesn't have the long range shooting capabilities a rifle has.

(3) Statistics show that more people are killed with shotguns than with rifles when hunting. Most accidents in the hunting field happen at short range; so all guns - from the BB on up - must be used with the same concern for safety.

E. Handguns (revolvers and semi-automatics)

1. Revolvers, semi-automatics, singleshots, and "derringers" are all called "pistols".

2. When carried within reach inside an automobile, they are considered a concealed weapon.

3. "Twirling" and "fast draw" are for TV cowboys. Many real people get shot for such carelessness. "Fast draw" wounds make up a large proportion of handgun casualties each year.

4. Revolvers have a cylinder carried in the frame of the pistol which contains the cartridges. The action of cocking rotates the cylinder, bringing a cartridge into line with the hammer or firing pin. After one cartridge has been fired, cocking the piece again brings a cartridge into line and so on until the cylinder has been expended of live ammunition. It is then necessary to reload before the pistol can be fired again. (It is always possible there may be a live round left in the cylinder.)

5. Some revolvers are termed "double-action"; others are "single-action". Double-action revolvers require but a squeeze on the trigger to cock and fire the pistol, where single-action revolvers need to have the hammer drawn back to cock and then the trigger pulled to fire.

6. In all but a few "self-loading" or semi-automatic pistols there is a separate holder for the cartridges. This is called a magazine or, incorrectly, a clip. The magazine is inserted into the pistol -- usually in a hollow handle or butt-stock in the pistol. By drawing back the slide or other moving action, a cartridge is lifted from the magazine and inserted in the chamber. A pull on the trigger then fires the piece. The pistol ejects the empty case and loads a new round each time it is fired until the magazine is empty.

F. Safety with a handgun

1. Due to its nature, the handgun is more difficult to handle in a safe manner than either the rifle or shotgun. The handgun is a one-handed firearm which is easily directed without the person handling it noticing where the muzzle is pointed--much more so than with a rifle or shotgun. Always keep the muzzle pointed in a safe direction!

2. A handgun is not a toy and should always be treated with respect and extra care.

3. When hunting with an auto-loader it is best to load the magazine into the gun without operating the slide or, in other words, without chambering a round. This requires the shooter to operate the slide before shooting and keeps an empty chamber as a safety precaution.

4. For the revolver--keep the hammer down on an empty chamber. (Keep both types holstered until you are ready to use.)

5. Should it be necessary to handle the handgun among a number of people, such as at a pistol range or in camp, the following should be observed at all times.

a. Revolver - "break-top type"
Break the revolver, empty the cylinder of any ammunition and carry the revolver with the fingers through the frame.

b. Revolver -"swing-out type"
Swing out the cyclinder and empty the cartridges from the cylinder. Carry the revolver with three fingers through the frame and around the cylinder.

c. Pistols - "semi-automatic type"
Remove the magazine, open the slide and lock back. Check for cartridges in the chamber. Carry with thumb between the slide and breech.

d. Pistols - "single shot type"
Open action and remove any cartridge. Carry with finger between hammer and frame, if possible.

6. The ten commandments of shooting safety cover handguns in exactly the same way they do long guns.

G. Basic Rules of Safe Gun Handling.

Whenever you handle a firearm, you should always practice the basic rules for safe gun handling.

Note: Show a chart or poster to emphasize these rules.

1. Treat every gun as if it were loaded.

a. This is the first and most important rule.

b. Whenever you pick up a gun, you should first open the action to see if the gun is empty. Never take anyone's word that a gun is "empty."

c. If you don't know how to open the action, leave it alone until someone can show you.

2. Always keep the muzzle pointed in a safe direction.

a. Never point a gun at anyone or anything you don't want to shoot.

b. Always keep alert when handling a gun and concentrate on what you are doing.

3. Be sure of your target and beyond.

   a. When you are hunting, you must be positive of your target. This means being sure it is legal game and also that it's not another hunter.

   b. Know where the bullet will go if it passes beyond the target. This means a safe hunter will not shoot into brush or at targets standing on ridgetops.

   c. You must practice self-control. Never shoot at sounds and never let the desire to kill game overcome common sense. The excuse "I thought it was a deer" is no excuse at all.

   d. You must realize that the decision to pull the trigger is yours alone and you are responsible for the results whatever they might be.

H. Proper Methods of Carrying a Firearm.

If you are going to become a safe hunter, then you must learn the safe methods of carrying a firearm. There are several ways to carry a gun so that it is never a threat to other hunters and still ready for instant use.

1. Proper gun carrying methods.

   NOTE: Demonstrate each of the gun carrying methods.

   a. Port method - the small of the stock is held with one hand and the fore-end with the other. The muzzle is pointed in a safe direction.

   b. Balance-over-wrist method - the butt of the stock is placed under the arm and the fore-end is balanced over the wrist.

   c. Cradle method - the small of the stock is held with one hand and the fore-end is cradled in the crook of the other arm.

   d. Shoulder method - the gun is placed on the shoulder with the trigger guard buried in the hollow of the shoulder and the hand grasping the butt of the stock. The muzzle is pointed up and to the back.

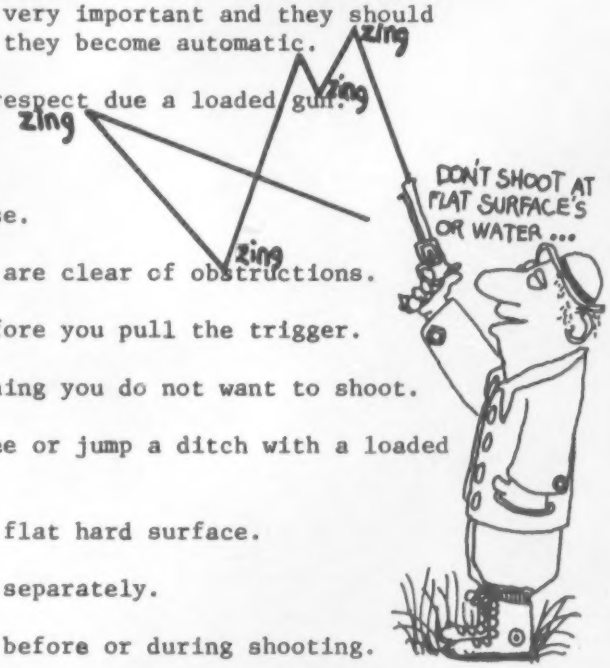
   e. Sling method - one arm is placed through the sling which leaves the other hand free. The muzzle is pointed up.

2. After all the subject material has been covered, students will demonstrate the safety procedures when handling a gun and the proper gun carrying methods

II. Subject

A. The Ten Commandments of Firearm Safety.

Firearms accidents don't just happen, but are caused by many factors, human carelessness and ignorance are the most common. The following safety rules are very important and they should be learned and practiced until they become automatic.



1. Treat every gun with the respect due a loaded gun.
2. Watch the muzzle.
3. Unload guns when not in use.
4. Be sure barrel and action are clear of obstructions.
5. Be sure of your target before you pull the trigger.
6. Never point a gun at anything you do not want to shoot.
7. Never climb a fence or tree or jump a ditch with a loaded gun.
8. Never shoot a bullet at a flat hard surface.
9. Store guns and ammunition separately.
10. Avoid alcoholic beverages before or during shooting.

B. The basic parts of a firearm.

Knowledge of gun safety should begin with a knowledge of firearms and how they operate. Different types of firearms use different types of ammunition and are used in different manners.

The two types of firearms used most commonly for hunting are rifles and shotguns. They consist of the same basic parts, but differ in their use.

A rifle or shotgun can be broken down into four major assembly groups with each assembly consisting of several parts.

1. Stock assembly - Functions as a handle by which the firearm is held.

   a. Generally made of wood or plastic

b. The portion of the stock under the barrel is the fore-end. The portion of the stock placed against the shoulder is the butt of the stock.

2. Barrel assembly - the metal tube through which the bullet is propelled.

   a. The front of the barrel is called the muzzle and the rear part is the breech or chamber into which the cartridge is inserted for firing.

   b. The hole through the barrel is called the bore.

   c. On rifles, front and rear sights are located on top of the barrel.

3. Receiver assembly - the metal frame to which the barrel and stock are attached. It also contains the moving or functioning parts of a gun.

4. Action assembly - the moving parts of a gun which load, fire and eject the cartridges. This assembly consists of these parts:

   a. Breech bolt - seals the cartridge in the chamber for firing.

   b. Firing pin - the part which strikes the primer after being driven ahead by the hammer.

   c. Hammer - the part that drives the firing pin forward.

   d. Sear - the link between trigger and firing pin which holds the firing pin back until released by the trigger pull.

   e. Trigger - releases the sear which in turn releases the firing pin and causes the gun to fire.

   f. Trigger guard - a metal loop around the trigger designed to protect it and prevent accidental firing.

      Note: A mouse trap can help demonstrate how the trigger, sear, and firing pin are related. The pan is the "trigger", the "sear" is the point where the bar is attached to the pan, the bar represents the "firing pin", and the wire frame represents the "bullet". When the pan is touched, the "firing pin" is released and the "bullet" is fired.

   g. Magazine - the container which holds the cartridges until they are fed into the chamber. There are various types of magazines such as: tubular, box, cylinder, and drum.

h. Safety - a mechanical device that blocks the firing mechanism of a gun so that it should not fire when the safety is in the "on" position.

(1) Most safeties only prevent the trigger from being pulled and do not prevent the gun from firing if subjected to a sudden shock.

(2) You should not rely solely on the safety to prevent accidental firing, but use it to supplement safe gun handling.

(3) The various types of safeties you should be familiar with are:

NOTE: Use guns with different types of safeties to demonstrate the various types.

(a) Hammer at half cock - usually found on lever actions or guns with external hammers.

(b) Push button - common on shotguns and rifles, but blocks the trigger only.

(c) Wing type - located on the rear of the bolt and is usually the safest type.

(d) Slide type - most common on double barreled shotguns.

(4) Since a safety isn't foolproof, the open action is the only foolproof safety. A firearm is safe only when the action is open. The action should be open whenever you aren't shooting or hunting.

NOTE: Demonstrate this open action concept with the various firearms.

III. Practical Exercise.

Depending on the size of class, it may be helpful to divide the class into two groups. One group would practice Part A and the other group would practice Part B.

A. Students Demonstrate the Proper Procedure When Picking Up a Gun.

1. Have each student pick up guns of various action design and demonstrate three maneuvers:

a. Muzzle pointed in a safe direction when handling the gun.

b. Open the action

c. Inspect the chamber

Lesson 5

Ammunition and care of Firearms

LESSON V AMMUNITION AND CARE OF FIREARMS

Lesson Topics:	General knowledge of ammunition. Field care and storage of firearms and ammunition.
Type of Presentation:	Lecture, demonstration, practical exercise.
Instructors references:	Hunter safety handbook, NRA instructors manual, the Complete Book of Shooting, glossary of terms, Federal shot shell guide.
Teaching Aids:	Nomenclature charts, ammunition displays, gun cleaning equipment, and guns for practical exercises, blown guns, films (Hunting Safety, and Sure As Shooting).
Lesson length:	60-90 minutes
Personnel	Assistant instructor if possible
Student references:	Hunter safety handbook, Guns in the Home and For the Young Hunter.
Facilities needed:	Classroom large enough to carry out practical exercises.

LESSON GOALS: Give the student a general knowledge of the different types of ammunition and their components. Give the student a general knowledge of the proper care and storage of firearms and ammunition. Teach the proper methods of carrying firearms when hunting in a group and setting up zones of fire.

I. Introduction

A. Scope of Lesson

1. Components and characteristics of rifle and shotgun cartridges

2. The cleaning and storage of firearms and ammunition

3. The proper gun carrying in a group and zones of firing

B. Lesson Procedures

1. Review the main points of the previous lesson.

2. You will explain the lesson contents and use charts and demonstrations to make your points clear.

3. After the lecture part of the lesson is completed, students will practice proper carrying methods while hunting in a group and practice the zones of fire concept.

II. Subjects

A. Components and Characteristics of Ammunition.

The two basic types of ammunition which we will talk about are rifle and shotgun ammunition. They are very different in appearance, but basically they work the same.

1. Rifle Ammunition

All rifle ammunition is the same in the respect that it consists of a cartridge case, bullet, powder, and primer. However, due to the location of the primer, rifle ammunition can be divided into 2 types:

a. Types of rifle ammunition

NOTE: Use nomenclature chart when discussing ammunition or have students follow along on page 17 of their Handbook. An ammunition display may be helpful also.

(1) Center fire ammunition. Its components are:

(a) Case - metallic tube which contains the powder charge and into which the primer is inserted at the base and the bullet is seated at the front.

(b) Bullet - the projectile which is fired from the gun.

(c) Powder - the compound inside the case which when ignited burns rapidly and produces gas which forces the bullet from the gun.

(d) Primer - the small cap fitted into the head of a center fire cartridge which contains an explosive compound. This compound inside the primer explodes when struck by the firing pin, the flame of the primer explosion acts like a match to ignite the powder charge in the case.

(e) This type of ammunition is reloadable.

(2) Rim Fire ammunition - similar to center fire ammunition except that the priming compound is inside the walls of the rim at the base of the cartridge.

(a) A rimfire cartridge must have a soft case so that the firing pin can crush the rim of the case and ignite the primer.

(b) This type of ammunition can't be reloaded.

b. The process of firing a cartridge - what is involved every time you pull the trigger on a gun when shooting at something? Here is the step by step sequence of events as a bullet is fired from a rifle:

(1) The trigger is pulled which releases the firing pin.

(2) The firing pin strikes the primer causing it to explode.

(3) The exploding primer ignites the powder.

(4) The burning powder produces a gas which expands in the cartridge case.

(5) The expanding gas drives the bullet out of the case and through the barrel.

(6) The noise is produced when the bullet and gas leave the barrel.

c. Range and velocities of rifle cartridges

(1) Maximum range of various rifle cartridges:

.22 rimfire	1 mile
.30-30	2 miles
.30-06	3 miles

(2) Upon viewing these figures, it becomes apparent why shooting over a hill is dangerous. Keep these figures in mind and respect them.

(3) A rifle bullet may travel as fast as 4,000 or more feet per second.

d. Selection of ammunition

(1) Care must be taken in selecting the proper ammunition for your rifle. Use only that ammunition which is specified for your rifle.

(2) Never carry different kinds of ammuntion with you at the same time. It's too easy to get them mixed up during the excitement of the hunt.

2. Shotgun Ammunition

All shotgun ammunition is of the center fire type. It is usually made in two different lengths, 2-3/4" and 3", and is also made in different gauges such as 10, 12, 16 etc. Only shells of the proper length and gauge should be used in your shotgun.

a. Components - the basic components of a shotgun shell:

NOTE: If possible, have the components of a shotgun shell on display. Don't use any live primers and the powder should be enclosed in a bottle. Have different sizes of shot on display.

(1) Case - made of paper or plastic with a brass base. The case contains powder, shot and wads.

(2) Primer - located in the brass base and its function is the same as that mentioned for the rifle.

(3) Powder - functions the same as that in the rifle.

(4) Shot - small round lead pellets that are made in a variety of sizes from the smallest No. 12 to the biggest 00 Buck.

(5) Wads - made of paper or plastic which keep the powder and shot intact and seals the bore to prevent gas from escaping into the shot charge and blowing the shot pattern.

b. Range and velocity of shotgun shells.

(1) Maximum range of various size shot

No. 9	179 yards
No. 6	242 yards
No. 2	330 yards
00 Buckshot	748 yards

The larger the shot the further it travels since it retains its velocity and energy better than the smaller shot.

(2) The average velocity of shotgun projectiles is considerably less than most rifles. The average is about 1100-1200 feet per second.

c. Shot size and game hunted

NOTE: Explain the markings on a shell - shot size, weight of shot, and gauge.

(1) The type of game you hunt will determine the size shot you will use.

(2) Birdshot ranges from No. 9 to BB.

(3) Buckshot is used on fox, coyote, and geese.

(4) Rifled slugs can be used on big game.

(5) Shotgun shells are loaded by weight, so the smaller the shot the more pellets in the load.

d. Selection of proper ammunition

NOTE: Use a commercial shotgun shell carton and explain the markings on it.

(1) The specifications on the ammunition box should be examined closely to assure oneself that it's the proper ammunition for the gun.

(2) You should never carry two different sizes of shotgun shells on you. A 20 gauge shell will slip past the chamber and lodge in the barrel. If a 12 gauge shell is then fired in the gun, serious injury and gun damage can occur.

(3) The length of the shells you should use is related to the length of the chamber of your shotgun. Shells usually come in two different sizes, 2-3/4" and 3". You should know what length of shell your shotgun takes.

(4) Some companies make their various sizes of shotgun shells in different colors. 12 gauge - red, 16 gauge - purple, 20 gauge - yellow. This is helpful, but always be sure you have the proper ammunition for your gun.

B. Care and Storage of Firearms and Ammunition

1. Care of Firearms.

a. Be alert for snow, mud or any other obstruction that may get into your barrel. If you drop a gun in the dirt or snow, examine it very closely If a gun is fired with an obstruction in the barrel, the barrel will blow up.

b. If something becomes lodged in your barrel, remove it immediately. Unload your gun first, and then remove the obstruction.

c. With modern smokeless powder and noncorrosive primers, it is not necessary to clean your gun each time you use it. Clean it when it needs it.

d. When cleaning a gun, the first requirement is to make sure the gun has no ammunition in the chamber or magazine. Double check to be certain.

e. The second requirement for cleaning a gun is being sure you have the proper equipment needed for your particular gun.

f. Clean the gun from the breech end when possible.

g. The inside of the barrel, the moving parts and the outside surface should be cleaned thoroughly and given a light coating of gun oil.

h. Guard against over oiling. It collects dirt and gums things up.

i. If you plan to store a gun for a long time, clean it and coat it with gun grease. Be sure you remove the grease before shooting it again.

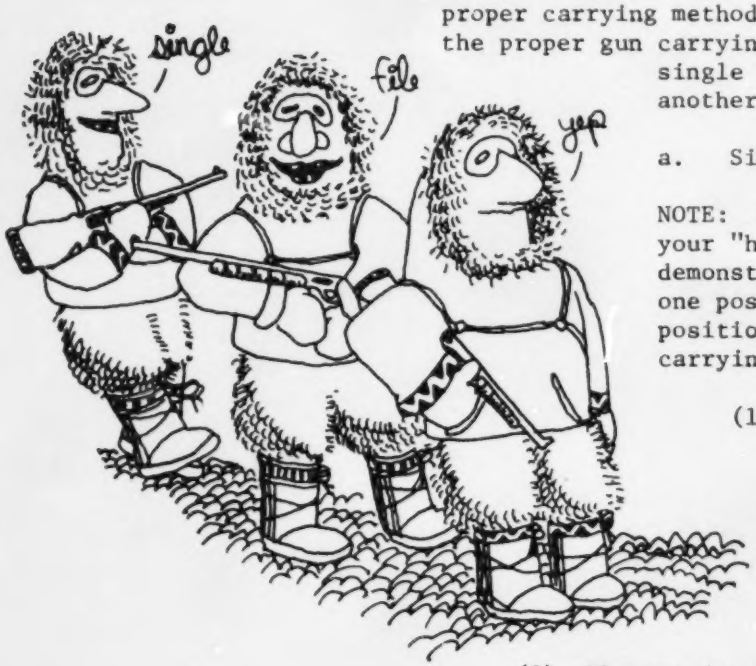
2. Storage of firearms and ammunition.

a. Firearms should be stored in a ventilated, dry place. They should be unloaded, and don't store them in a gun case. Lock firearms up when ever possible and out of the reach of children.

b. Ammunition should be stored in a cool, dry place separate from your firearms. Firearms <u>with</u> ammunition can be dangerous; <u>without</u> it they are harmless.

c. Proper handling of firearms with a group
Last time we learned the proper gun carrying methods that should be used when afield with a gun. Now we will learn how to properly carry a gun when hunting or shooting in a group and how to set up zones of fire.

1. Proper gun carrying method when in a group.
The position of your fellow hunters will determine the proper carrying methods you should use. We will discuss the proper gun carrying methods when walking or hunting single file and when hunting abreast of another person.



a. Single File

NOTE: Have two students come up and be your "hunting partners". The instructor demonstrates the proper gun carrying for one position then rotates to the next position and demonstrates the proper carrying methods, etc.

(1) If for example, three hunters are walking single file, the one in the lead should have his gun pointed ahead of him, but never over his shoulder. The port carrying method or the balance-over-wrist carrying method would be fine also.

(2) The man in the middle should use a carrying method that will not permit his gun to be pointed to the front or rear. This man could use the port method, cradle method or sling method.

(3) The man in the rear should carry his gun so that it is not pointed to the front. This man could use the shoulder method or sling method or the cradle or port method.

(4) The main idea is to carry your gun so that it doesn't endanger the man in front or back of you.

b. Abreast.

(1) If the same men were walking abreast, the men on the outside should use carrying methods that have their guns pointed away from the man in the middle.

(2) The man on the inside should use a carrying method that has his gun pointed to the front.

(3) You must remember and practice the 3 rules that apply to all gun carrying methods. Ask the class to list these rules.

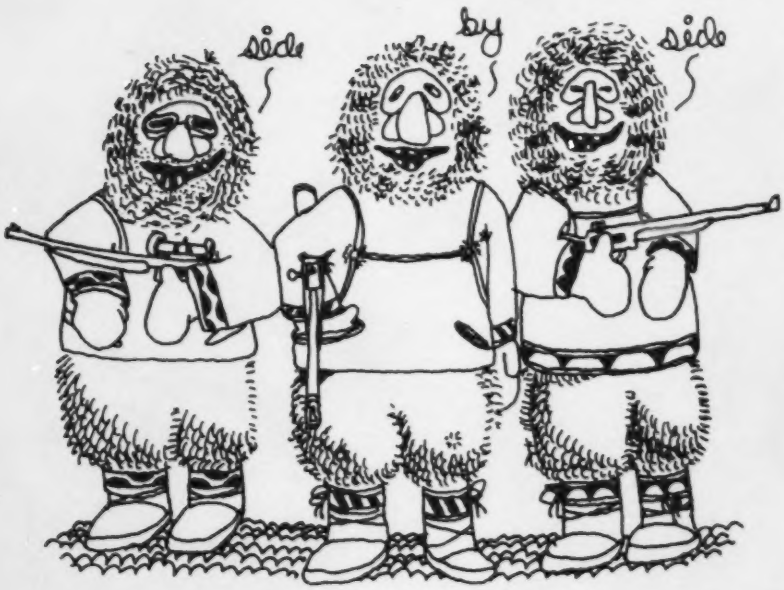
2. Shooting areas or zones of fire.

Zones of fire refers to the area in which you should confine your shooting. This area should be free of obstructions such as livestock, buildings and people.

a. When hunting alone, all zones are yours provided none of them have obstructions in them.

b. When hunting in a group, each hunter should be designated a zone to shoot in. This prevents a hunter from swinging his aim of fire into another hunter. Also, if the hunters are good shots, both could possibly hit the same animal resulting in badly shot up game.

c. Using three hunters as an example, the selection of zones should go as follows:



NOTE: Have students follow along on page 21 of their handbook or demonstrate with three students.

(1) The hunter on the left shoots to his left, ahead, and quartering to his right.

(2) The hunter in the middle shoots ahead and quartering to his left.

(3) The hunter on the right shoots right, ahead and quartering to his left.

d. No one should shoot at game that doubles back between your hunting group. This is inviting trouble.

e. Always know the positions of your fellow hunters. Don't get too far ahead or lag behind. Call out your position if necessary.

III. Practical Exercise

A. Students Practice the Proper Gun Carrying Methods While Walking Single File and While Walking 3 Abreast.

1. Have students demonstrate the proper gun carrying methods when walking in single file and when walking 3 abreast.

2. Observe students carefully and make corrections.

3. If using real guns, make sure students keep actions open.

B. Students Practice the Zone of Fire Concept.

1. Divide students into groups of three depending upon size of class and assistant instructors available.

2. Spread three students out 10 ft. apart in front of you. Use a rubber ball or basketball to similate game.

3. While standing behind the students, throw the ball out in various directions and have the students shout "mine" when it's in their respective zone.

4. If facilities aren't available to practice this, have students point out their respective zones of fire when lined up three abreast.

IV. Conclusion

A. Summary of Main Points.

1. Rifle ammunition is of two types, center fire and rimfire; the main difference between the two is in the location of the primer. Both types consist of 4 basic parts: Case, primer, bullet and powder.

2. The maximum range of rifles, 1-3 miles, should be kept in mind whenever you are shooting.

3. Shotgun shells are of the centerfire type and consist of the following parts: Case, primer, powder, wads and shot.

4. The species of game you plan to hunt will determine what size of shot you should select for your shotgun.

5. You should know the proper size ammunition your gun shoots and use only that size. Never carry two different sizes of ammunition with you.

6. Always be alert for obstructions in the barrel. Never attempt to clear the barrel by shooting it out.

7. At home your guns and ammunition should be stored in separate places. They should be kept out of the reach of small children.

8. Extra care must be taken when hunting in a group. Carry your gun so it is not pointed at your fellow hunters.

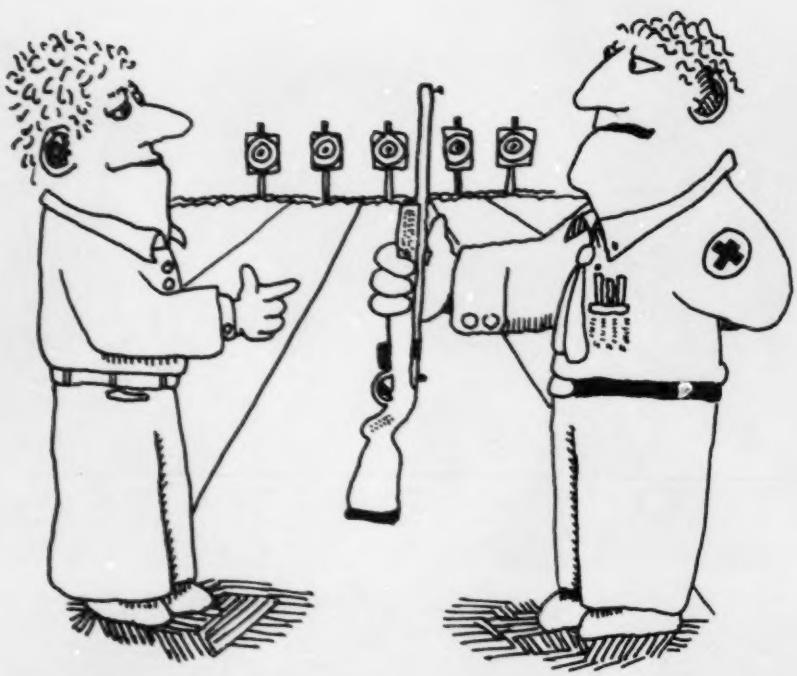
9. Decide upon shooting zones before hunting and then abide by them.

B. Question and Answer Period.

Answer any questions the students may have.

C. Student Assignment.

Lesson 6
Basic Marksmenship and Field Use of Firearms



LESSON VI BASIC MARKSMANSHIP AND FIELD USE OF FIREARMS

Lesson Topics:	Basic Markmanship, Crossing Obstacles in the field, Transporting of Firearms Safely
Type of Presentation:	Lecture, Demonstration, Practical Exercises.
Length of Lesson:	90 Minutes
Instructor References:	Instructor's manual, NRA Hunter Safety Handbook and/or Hunter Safety Handbook
Teaching Aids:	Various sighting devices, sighting & aiming charts, rifles, targets, rope, gun case, Optional - transparencies, sighting bar, triangulation material, NRA basic rifle markmanship, NRA film strips rifle shooting and shot gun shooting.
Personnel:	Assistant instructor
Student References:	Hunter Safety Handbook
Facilities Needed:	A large classroom with room to carry on practical exercises.

LESSON GOALS: Give the student the fundamentals of marksmanship with rifles and shotguns. Teach the student how to transport firearms safely and the safety procedures involved in crossing obstacles in the field.

I. Introduction

A. Scope of Lesson

1. The different types of sighting devices.
2. The proper method of aiming and firing a gun.
3. Sighting-in a rifle.
4. The different shooting positions.
5. The proper procedures for crossing obstacles in the field.
6. Transporting of firearms safely.
7. The commandments of firearm safety pertaining to this lesson.

B. Lesson Procedures.

1. Review the main points of the previous lesson.

2. Lesson material should be covered by a lecture using demonstrations and charts when necessary.

3. Upon completing the lecture, students practice sighting with a sighting device or a triangulation exercise. Students should also practice the proper procedures for crossing fences and transporting firearms safely.

II. Subjects.

A. Rifle Marksmanship.

Accuracy with a rifle is very important since a rifle is usually used for long distance shooting. To be able to hit your target, you have to be able to aim your gun very accurately. Being a good marksman with a rifle means knowing how to: aim the gun properly, squeeze the trigger properly, sight in a gun, and shoot from various positions. By knowing these principles and practicing them, you can become a good marksman.

1. Sights.

The sights are the device on top of the gun barrel designed to help the shooter aim the gun accurately. The three different types of sights used today are open sights, peep sights, and the telescope sights.

NOTE: Have students follow along on page 16 of Handbook or use guns that have the type of sight you are talking about.

a. Open sights - consist of a front and rear sight. The rear sight is simply a piece of metal with a notch cut in it. The front sight is a piece of metal shaped like a post or it may be round.

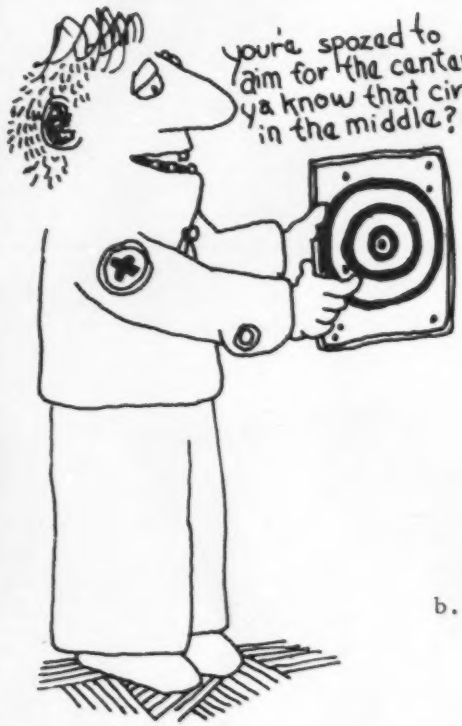
b. Peep Sights - consists of a rear sight and front sight. The rear sight is usually a steel disk with a small hole in its center. The front sight is the same as in the open sights. The peep sight provides greater accuracy and finer adjustments.

c. Telescope Sights - This is the most advanced rifle sight. It acts as a magnifying glass and this is a real help for long distance shooting.

2. Aiming and Firing.

An understanding of aiming is essential for accurate shooting with a rifle. Aiming involves these principles:

a. Sight alignment - aligning front and rear sights properly.



NOTE: Use a chart or drawing to show proper sight alignment with various types of sights or have students follow along on page 16 of Handbook. See triangulation exercise at end of lesson.

(1) Peep Sights - with peep sights, the proper sight alignment has the front sight centered horizontally and vertically in rear peep.

(2) Open Sights - the top of the front sight should be centered and level with the top of the rear sight.

(3) Telescope Sights - placing the cross hairs where you want to hit the target is all that is necessary. No front or rear sight to align.

b. Sight Picture - This is the proper alignment of the front and rear sights plus the proper alignment of the sights on the target.

NOTE: Use a chart or drawing to show proper sight picture with various sights or have students follow along on page 16 of Handbook.

(1) Open Sights - The correct sight picture using open sights has the front sight centered in the rear sight notch with its top even with the top of the rear sight and the target resting on top of the front sight. This is called the six o'clock hold. There are other methods of lining up sights with the target, but this method doesn't cover up the target.

(2) Peep Sights - When the shooter looks through the opening in a rear peep sight, the top of the front sight should be in the exact center of the peep hole and properly aligned on the target.

(3) Telescope Sights - place the cross hairs on the center of the target.

(4) Proper sight alignment is more important than sight picture since errors in sight alignment increase with distance. If there is an error in sight picture, the degree the shot will be off center is the same at all ranges providing sight alignment is correct.

c. Trigger squeze and breathing.

To be able to hold a perfect sight alignment and sight picture, you must learn to control your breathing and trigger squeeze. Normal breathing will cause the muzzle to move up and down. To avoid this, it becomes necessary to hold your breath during your final sight alignment and trigger squeeze. The proper sequence is as follows:

(1) Breathe - take a deep breath and then let out about half of it and hold the rest.

(2) Relax - relax completely.

(3) Aim - obtain the correct sight picture.

(4) Slack - begin trigger squeeze by taking up slack in the trigger.

(5) Squeeze - slowly and steadily increase pressure on the trigger until the rifle fires. Follow through consists of holding steady until the actual firing of the rifle. By following through you should know exactly where the rifle was aimed so that you will know where the bullet will hit. This is known as calling your shots.

3. Sighting-in

Always sight-in your gun before you go hunting. This will assure you that your shots will go where you want them to and will lessen the chances of wounding game. Sighting-in is simply adjusting the sights on your gun so that they will hit the center of the target.

a. You should go to a rifle range to do this, but when this is not possible an earth bank free of rocks will make a good backstop.

b. A paper target, not a bottle should placed against the backstop and three shots fired at it.

c. The target should be examined and adjustments are made accordingly; this may mean moving the sights up or down or left or right.

d. The universal law of sight adjustment is: always move your rear sight in the direction you want to move your hits.

e. A .22 rifle is usually sighted in for 40-60 yards. A high powered rifle is generally sighted in for 150-200 yards.

4. Shooting positions.

There are four basic shooting positions used by hunters and target shooters; prone, sitting, kneeling and standing. Each of these positions depends on muscle relaxation and bone support. In all positions the rifle should point naturally at the target. You should be familiar with all the positions and always use the steadiest position when shooting at game.

NOTE: You should have an assistant demonstrate these positions as you talk about each one.

a. Prone Position - this is the easiest to hold and is the steadiest of the four.

(1) Left elbow is directly under the rifle.

(2) Body angle is about 45° with line of fire.

(3) Legs are spread out, feet flat and relaxed.

(4) Right elbow is forward and out.

(5) Left elbow is as directly under the rifle as possible.

b. Sitting Position - next to the prone position, this position is the steadiest of the shooting positions.

(1) Body angle is about 30° with the line of fire.

(2) Left elbow is directly under the rifle and locked to the inside of the left knee.

(3) The right elbow is locked on the inside of the right knee and directly under the rifle, elbows form triangle to support the rifle.

(4) The body is pushed forward into the rifle.

(5) The outside of each foot rests on the ground and supports the knees.

c. Kneeling Position.

(1) The left foot points toward the target.

(2) The left elbow is locked over the left knee.

(3) Right thigh is parallel to the target.

(4) Lean forward into the rifle.

(5) Sit on right heel.

d. Standing position.

(1) The left elbow is directly under the rifle.

(2) The feet are turned at 45° angles.

(3) The right elbow is held in a relaxed position.

(4) The back is straight and the neck is not bent or straining to look through the sights.

e. A good sportsman uses the steadiest position possible to minimize the chances of wounding game. You should try to kill the game with one well placed shot.

B. Shotgun Marksmanship

Since a shotgun shoots many small pellets and is generally used for short range shooting at flying targets, the fundamentals of shotgun marksmanship are different from the fundamentals of rifle marksmanship.

1. The right-handed shooter should shoot with his left foot advanced and his body leaning into the shot so the recoil will not put him off balance.

2. The gun stock of a shotgun should always be brought up to the cheek first and then back to the shoulder.

3. Since a shotgun is fired quickly at a moving target and the shooter has a large pattern of shot to work with the shotgun is pointed rather than aimed.

4. The hunter who aims his shotgun as if it were a rifle is slow and generally will shoot behind the target.

5. When shooting at a moving target it is necessary to lead the target. The amount that you lead a target depends upon the speed of the target and the distance from you.

6. To hit a flying target you must sight carefully on the target, swing your gun with its flight path, increase the speed of the gun swing so the muzzle passes the target, keep the gun swinging and fire as the muzzle passes the target.

C. Safety Procedures for Crossing Field Obstructions.

Whenever you cross any type of obstruction in the field such as a fence, ditch, or stream, you should always remove the cartridge from the chamber. The safety procedures for crossing a fence would be as follows:

1. Hunting alone - when hunting alone you should never cross through a fence with a loaded gun.

   NOTE: Instructor should demonstrate the correct procedures. Remove the cartridge from the chamber, open the action, and place the gun under or across the fence. You can then proceed to cross the obstacle.

2. Hunting in a party - everyone should unload the chamber of their gun and leave the action open. The first hunter to cross the fence hands his gun to one of his partners then crosses the fence. The other hunters hand their guns to the first man who crossed the fence and then proceed to cross it themselves.

3. When crossing any type of difficult terrain, you should always unload your gun so it can't discharge if you should slip or fall.

4. Never use your gun muzzle to pull somebody up a bank or across some obstacle.

5. Never climb a tree or jump across a ditch with a loaded gun.

D. Safety Precautions for Transporting Firearms.

When carrying guns in cars or boats, you should still think and practice safety. Many accidents occur while going to or returning from your favorite hunting spot. These can be prevented if you follow the safety procedures for transporting firearms.

1. Transporting guns in a vehicle.

   a. Use a gun case when transporting your gun to and from the field. This will prevent anything from getting into the barrel and will also keep your gun from getting scratched or banged up.

   b. Before getting into a vehicle, the gun should be unloaded and the action left open.

   c. While riding in a vehicle, keep the muzzle pointed away from the other hunters in the car.

   d. When you get out of a vehicle, never grab the gun by the muzzle and pull it toward you.

   e. After getting out of a car and you are ready to hunt, you may then load your gun and put the safety on.

   f. Do not lean a gun against a vehicle or any insecure rest.

2. Transporting guns in boats.

   a. Guns should be placed in a boat with the action open and unloaded until ready to fire.

   b. When duck hunting, arrange for a zone of fire. Many hunters will sit back to back in the boat.

   c. Never stand up to shoot, but always remain seated.

   d. If there is a dog in the boat with you, be extra cautious about leaving a gun lying unprotected. The dog could touch the trigger of a loaded gun and cause it to discharge.

E. Movements in the Field

1. You should never run with a loaded gun. Running increases the possibility of stumbling or falling which could cause the gun to discharge.

2. If for some reason you have to run, unload the gun or lay it down.

3. If you should stumble or fall with a gun, hold onto it securely and control the direction of the muzzle. Be sure to check the barrel and action for any obstructions that may have resulted from your fall.

4. Always carry your gun with the safety on until you are ready to fire.

III. Practical Exercise.

A. Students Practice Handling a Gun in a Car or Boat.

1. If it is impossible to use a real car, chairs can be used to represent seats of a car.

2. Students practice getting in and out of the car with guns. Stress unloaded guns, open actions, and muzzles pointed in a safe direction.

B. Have Students Practice Crossing a Fence Individually and in Groups.

1. Two ropes strung between two chairs can substitute as a fence or two chairs facing each other will do also.

2. Divide into groups of two. Have students secure guns with actions open. Practice the proper procedure when crossing a fence alone and in groups.

C. Students Practice Sight Alignment and Sight Picture by doing the Triangulation Exercise.

1. Be familiar with the exercise and equipment needed.

2. Depending upon class size, you may want more than one do it.

3. After explaining the exercise to the students, have each one do it.

D. Students Practice the 4 Basic Shooting Positions.

1. Students secure guns and practice getting into the various positions.

2. Stress bone support and form and make the needed corrections.

IV. Conclusion.

A. Summary of Main Points.

1. Rifle sights are of three types: Open, peep, and telescope.

2. Proper sight alignment, sight picture, trigger squeeze and breathing are basic to good marksmanship.

3. A good sportsman will have his gun sighted in to shoot where he aims it. This helps prevent wounded game and stray shots.

4. Use the steadiest shooting position possible so you can place your shot where you want it.

5. To be a good shot with a shotgun, you must learn the correct stance, the correct mounting, put the gun to your cheek, point rather than aim, and shoot quickly when sure or your target.

6. Never climb a fence or tree or jump a ditch with a loaded gun.

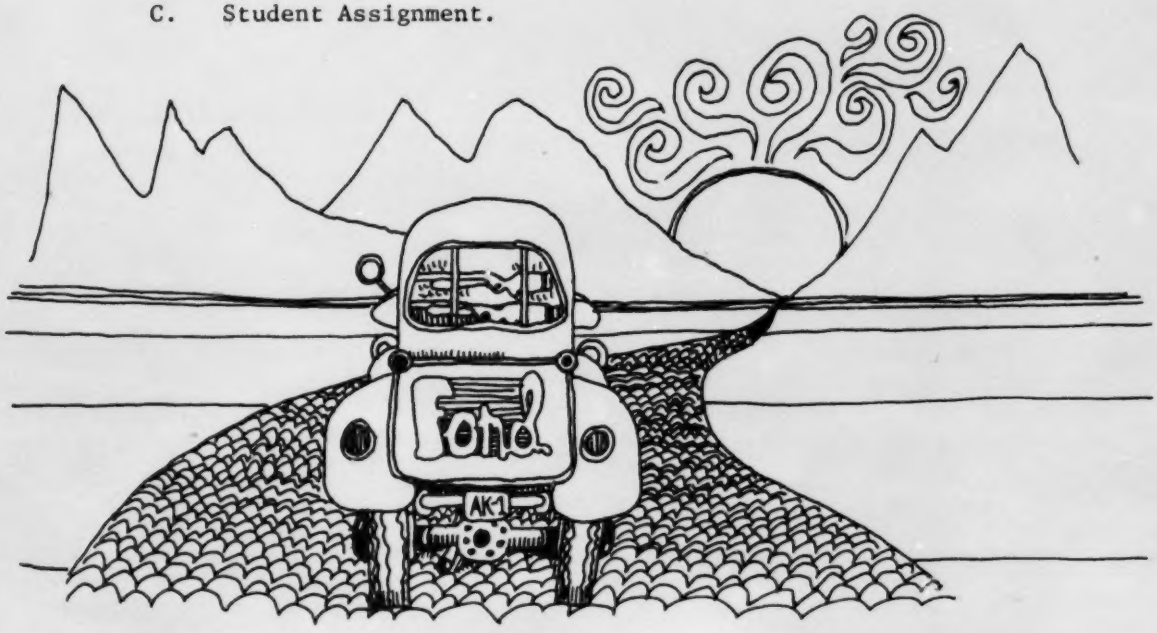
7. When crossing obstacles such as fences, the chamber should be unloaded.

8. When transporting firearms, the gun should be unloaded and the action left open.

B. Question and Answer Period.

Answer any questions students have concerning the lesson.

C. Student Assignment.



Rifle Rest can be a heavy cardboard box or a wooden box about 12" square. Cut out the notches large enough to rest the rifle in. A .22 with good open sights will be suitable for the exercise.

Target Disc stick is about 12 in. long and one inch wide. A 3" white disc is attached to the end of the stick; in the center of the white disc is a black circle the size of a dime. A hole is punched in the center of the black circle just large enough to accept a pencil point.

Aiming Box can be a wooden box at lease 12" high, but a cardboard box will suffice. If you use a cardboard box, it can be placed under a chair or bench so the marker can then sit above it. Blank white paper is attached to the front for each student doing the exercise. The aiming box should be about 15' from the rifle rest.

NOTE: The gun should be unloaded with the action kept open and the safety on throughout the exercise. The student should not touch the trigger.

Triangulation Exercise

This is an excellent exercise to determine the student's understanding of sight alignment and sight picture.

Procedure: The instructor places the gun on a rifle rest with the barrel pointing to the center of the paper on the aiming box. The "marker" sits above the aiming box holding the movable target disc against the paper on the aiming box. The "shooter" lies down and without touching the rifle begins sighting. The "shooter" directs the "marker" to slowly move the target disc until the black bullseye is setting on top of the front sight of the "shooter's" rifle. When the "shooter" feels he has obtained the correct sight alignment and sight picture, he calls "hold". The "marker" will now place the point of a pencil in the small hole in the center of the target disc and make a mark on the paper on the aiming box. The "marker" moves the target away after each "shot" so that it's necessary to realign it completely. A group of three shots by each student will be sufficient. Do not move the rifle during the exercise.

A perfect shot group is where all shots are one on top of each other. However, due to human error this is just about impossible. The smallness of the triangle indicates a good understanding of sight picture.

Lesson 7
Survival Procedures and First Aid

LESSON VII SURVIVAL PROCEDURES AND FIRST AID

Lesson Topics:	Survival - general precautions - procedure if lost - first aid - when and how it should be administered. General rules of first aid.
Type of presentation:	Lecture, demonstration, practical exercise film optional.
Instructor references:	Hunter safety Handbook, NRA supplements number 2 and 3 "survival" and wilderness first aid. Cold weather survival booklet.
Length of lesson:	90 minutes with short break mid way.
Teaching aids:	Clothing and equipment samples, survival kit, map and compass, first aid kit, materials for bandages, splints and litters. Films. The lost hunter, Winter world, By Natures Rules.
Personnel:	Instructor, assistant instructor, qualified first aid instructor (optional). Qualified member of search and rescue team (optional).
Student references:	Hunter safety Handbook pp. 39-45.
Facilities needed:	A classroom large enough to carry out practical exercises.

LESSON GOALS: Students should learn the fundamentals of personal field care, safety and precautions that should be taken while in the field. Also to learn the basic First Aid measures often required in the field.

I. Introduction

A. Scope of Lesson

1. Discuss the general precautions a hunter should take before going afield.

2. Discuss survival procedures if one becomes lost.

3. Discuss the general rules of first aid when and how it should be administered.

B. Lesson Procedures

1. Review the main points of lesson

2. The lesson material should be covered by lecture with the use of visual aids for proper clothing and survival kits.

3. Practical application of first aid techniques should be used during the lecture. Students should also be required to perform these techniques.

II. Subject

A. Survival

1. General precautions

a. Many persons go into the field and suddenly discover they don't know how to get out. Some are temporarily confused while others become hopelessly lost. A few of the latter group needlessly lose their lives. There are no sure fire answers or never fail methods to survival. Each situation is different. There are, however, some basic rules which if followed, will considerably improve a hunter's chances.

B. Basic Rules of Survival

1. Always let some one know where you are going and when you expect to return. If you change your plans or go to another area tell someone before doing such. Follow this rule then should you become lost or injured, search and rescue efforts will not be delayed or misdirected. Always leave a description of the type of the vehicle you will be traveling in.

2. Avoid traveling alone, particularly under potentially hazardous conditions such as rough and precipitous terrain, and severe weather conditions.

3. Avoid ice covered rivers and lakes where overflow conditions may exist.

4. Plan your hunt. Always attempt to return before dark and be consistantly aware of the terrain and land marks as you travel. These will help to maintain bearings. If possible, go into a new area with someone who is familiar with it.

5. Do not leave camp or vehicle before sunrise or during heavy fog or snow conditions when in unfamiliar territory. Once camp is established check its location in relation to prominent land marks, trees; mountain peaks and canyons can be used for orientation to the direction of travel.

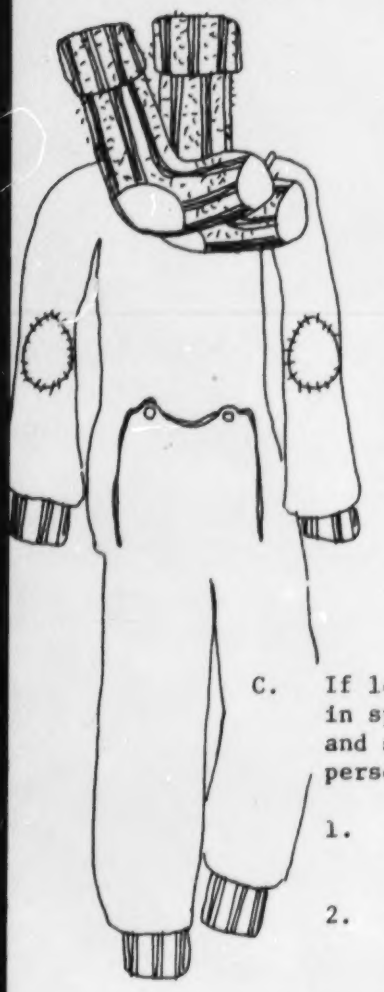
6. Take enough food for the planned stay and several days emergency supply. Weather frequently extends Alaska hunting trips. Food for the trip will depend on length of time in the field and the type of transportation used.

7. Take basic survival equipment, compass and map--and know how to use them. Basic equipment should include a knife, waterproof matches and container, candle, some high energy food, large-scale map of area, compass, police whistle, water if going into semi-arid mountain country and insect repellant.

8. Select proper clothing for the conditions you expect to encounter and remember -- weather can change.

   a. Boots should be properly fitted and well broken in. They should have at least 6-inch top, sturdy soles, and be waterproofed. Tennis shoes are not suitable for hunting!

   b. Wear wool shirt, socks, and pants, if possible. It will absorb a lot of moisture and still retain body heat even when wet.



   c. Clothing should be loose, comfortable, and durable. Large roomy pockets are very useful. Several layers of lightweight material that fit comfortably and loose will preserve body heat and retain more warmth than a single heavier garment.

   d. A jacket or windbreaker is essential for evenings even though fall days are often warm.

   e. A full change of clothing, especially socks and gloves, is advisable as is insect protective head gear.

   f. Researchers have determined that insects are attracted to the traditional dark colored wool or denims clothing worn by hunters. Synthetic clothing with high reflective values, glossy surface and bright colors such as yellow and orange reduce the individual's attraction to biting insects.

C. If lost - admit it - stop and think. There is no great danger in spending a night alone in a strange location. Food, water and shelter are essential to survival. Survival depends on a persons will to survive. Remember these important points:

1. Try to find a clearing near the top of a hill or ridge. If protected from the wind it's warmer than a canyon.

2. Build a fire during the daylight hours and get as much wood as possible to prevent moving around during darkness. A fire provides warmth, dry clothes, light, covering and signaling. Most of all it helps morale and provides confidence.

3. Fire making and starting

   a. Locate fires with care. Avoid snowslide areas and under trees. Building a fire near a rock wall or log barrier will reflect more heat.

   b. A good fire starter is often essential to starting a fire. Wooden waterproof matches, commercial starter and butane lighter are very helpful. It is also wise to carry special tinder material such as cotton balls, ooo steel wool or sawdust saturated with paint thinner or kerosene.

4. Shelters

   a. The best shelter should provide a minimum of body heat loss and a maximum of body protection. Shelter locations should be selected with care. Avoid slide areas, exposure to wind and wet ground.

   b. Material for shelters is generally abundant. Take advantage of natural depressions, caves overhanging rock ledges etc. thatched leanto's, snow caves and tarp tents make good shelters.

5. Food and water

   a. Next to maintaining body temperature, water is the most serious need of a lost person. Water is lost through perspiration, respiration and urination. The average minimum daily requirement is 2-3 quarts, lesser amounts lead to dehydration and eventual collapse. Symptoms of dehydration are dark orange urine, headache, increased pulse, dizziness and nausea.

   b. When hunting in dry areas where water may be scarce, carry a two day supply. Water may be found in deep mountain valleys, where vegetation grows or by digging through the tundra.

   c. Maintain salt balance in the body by taking salt tablets when necessary, normally after considerable exertion and sweating. If the purity of water is in doubt boil or purify it through the use of iodine or purification tablets.

   d. Food is not nearly as important as shelter or water, however it does help body efficiency, alertness and confidence. Emergency food can be obtained with the use of simple snares, dead fall and often by hand. Many plants give some nourishment from their bark, fruit, leaves or roots. Every outdoor user should know some of the edible plants found in the wild. There are many excellent books on the subject.

6. Rescue Signals

   a. The international code indicating you are lost is three of anything - evenly spaced. Three shots, 3 blasts of a whistle, three fires in a triangle, etc. The reply to three is always two, this prevents confusion.

   b. Present Ground to Air signals as printed on the back of your hunting or fishing license.

7. Equipment - For survival kit

   a. Warmth

      (1) Fire starter - waterproof matches, metal-match, flint and steel, butane lighter, etc.

      (2) Tinder - cotton balls, 000 steel wool, sawdust moistened with paint thinner, etc.

      (3) Candle - steric acid, long-burning type

   b. Energy

      (1) Food supplements - hi-energy food sticks, candy bars, beef jerky, nuts, raisins, dried fruit, instant soup, hot chocolate, etc.

      (2) Sugar and salt

      (3) Surgical tubing (3 ft.)

      (4) Metal cup and collapsible water bag

      (5) Water purification tablets

      (6) Aluminum foil

      (7) Snare wire

      (8) Fish hooks, line and sinkers

   c. Shelter

      (1) Hunting knife

      (2) Wire saw

      (3) Space blanket

      (4) Nylon cord

      (5) Repair tape (waterproof)

d. Miscellaneous

To complete your preparation and the basic survival kit, the following items should be included:

(1) Map and compass

(2) Small pad and pencil

(3) Flashlight

(4) First aid kit

(5) Signal mirror (glass is superior to polished metal)

(6) Plastic whistle

(7) Survival pamphlet

8. Clothing

a. Flourescent colors should be worn to prevent mistaken identity accidents and for maximum protection from biting insects.

b. Protection

(1) Clothing should provide sufficient protection from cold or wet weather. It should be remembered that weather and temperatures can change rapidly.

(2) Good boots should be worn for the protection of ankles and feet.

(a) Nonslip soles

(b) Reasonably water resistant

(c) Well broken in before hunting season

(d) Large enough to accomodate heavy socks for warmth

(3) Headgear is essential to prevent loss of body heat and protection from insects.

(4) Whenever necessary gloves or mittens should be worn to conserve body heat.

9. Hypothermia

This is the number one killer of outdoor recreationists. It is caused by the body losing heat faster than it can produce it due to cold, wetness, and wind. It can be

detected by these signs: uncontrollable shivering; dull, slow speech; memory lapses; fumbling hands; stumbling and a lurching walk. Prevention of hypothermia requires avoiding the causes -- cold, wet, and wind. Wind greatly intensifies cold. Study the wind chill chart and know when to quit. Put on extra clothes before you start shivering. Put on rain gear before you are drenched in a downpour.

D. First Aid

NOTE: First aid is defined as the immediate and temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained. Remember: Keep calm, summon help, be careful. Careless handling of victim or administration of first aid can do more harm than good. The hunter safety course cannot hope to cover more than the barest essentials of first aid. Students should be encouraged to take the Red Cross First Aid course. This can be arranged through the local Red Cross Chapter.

1. Should be Administered in Cases of

a. Severe bleeding - control by

(1) Direct pressure - A pad of the cleanest material available should be placed directly over the wound and held in place with firm pressure until a pressure bandage can be applied. Most bleeding can be stopped by this method.

(2) Pressure points - When blood is spurting from a wound and cannot be controlled by direct pressure alone, finger or hand pressure applied on a pressure point between the wound and heart should be used to slow the flow of blood until it clots in the pad. (Continue direct pressure on wound while applying pressure to pressure points.)

(a) Inside of arm

(b) Inside of groin

(3) Tourniquet - Use only to save life if above methods fail. Once the tourniquet is applied, it should be removed only by a doctor.

b. Stoppage of Breathing

(1) Remove any obstruction from air passages - demonstrate

(2) Use artificial respiration - mouth to mouth method - demonstrate

c. Shock - big killer. Traumatic shock is a depressed condition of many of the body functions due to failure of enough blood to circulate through the body following serious injury. Shock occurs to some degree after every injury. A state of shock may develop rapidly or may be delayed and occur hours later. It is a serious condition that can cause death even when the injury is not a fatal one. Proper measures to prevent or treat shock are essential.

(1) Symptoms

(a) Weakness

(b) Eyes vacant, lack luster, pupils dilated

(c) Breathing shallow, irregular

(d) Pulse rapid, weak, or even impossible to find

(e) Skin pale, moist, cold

(f) Nausea (at times)

(g) Restlessness or apprehension

NOTE: All symptoms of shock may not be present or symptoms may be delayed. All seriousl injured persons should be treated for shock regardless of symptoms.

(2) Treatment - The same first aid measures apply to both prevention and treatment of shock.

(a) Keep the patient lying down with feet elevated eight to twelve inches above the head <u>except</u>:

1. in cases of head and chest injuries (in which case head and chest should be elevated)

2. if difficulty in breathing is increased thereby (in which case head and chest should be elevated)

3. if there is known back injury or if patient complains of pain when feet are elevated (in which case patient should be left lying flat)

(b) Loosen tight clothing

(c) Cover enough to prevent large loss of body heat, but not enough to increase body heat. Do not cause sweating.

(d) Give him fluids, preferably plain water which is neither hot nor cold, except:

1. if he is unconscious or only partly conscious

2. if he is nauseated

3. if he has a deep abdominal wound

4. if he probably faces early operation

NOTE: If medical care will be unavailable or considerably delayed, mix one-half level teaspoon salt and one-half level teaspoon of baking soda in one quart of water and administer half glass doses of this mixture at about 15 minute intervals.

(e) Do not

1. give alcohol or stimulants

2. disturb victim by unnecessary questioning, manipulation, or noise

d. Burns

(1) Three degrees

(a) First degree - reddening of the skin

(b) Second degree - blisters form

(c) Third degree - skin destroyed, charring

(2) Treatment

(a) The most effective immediate first aid treatment for burns is to immerse the burned part in cold water. This should be done if possible within one minute after the burn occurs.

(b) Cover with thick sterile dressing (dry) to exclude air. Air causes pain. If the sterile dressing is not thick enough to relieve pain, wrap layers of clean cloth outside the dressing. Avoid cotton.

e. Fractures

(1) Three types

(a) Simple - broken bone, no open wound (closed fracture)

(b) Compound - broken bone, wound extending from break through the skin (open fracture)

(c) Comminuted - bone crushed or broken in small pieces (may be either closed or open)

(2) Treatment

(a) Immobilize the broken bone and also the joints above and below the break

(b) Treat very gently to avoid pain and further injury. Mishandling a simple fracture may cause it to become a compound fracture.

(c) If it is suspected that victim might have a broken back or neck, he should not be moved at all and he should not try to move himself. Head should not be tilted forward or sideways. (If transportation is absolutely necessary to remove victim from further danger, a firm frame support should be used even for moving a few feet.) Indications of a broken neck or back are:

1. inability to move fingers readily
2. tingling or numbness around shoulders
3. inability to move toes and feet readily
4. numbness or tingling in legs
5. slight or complete paralysis
6. pain in back or neck

f. Wounds

(1) Four types

(a) Abrasions - made by rubbing or scraping

(b) Incised wounds - sharp cuts that tend to bleed freely

(c) Lacerated wounds - jagged or irregular wounds, often associated with much tissue damage

(d) Puncture wounds - (gunshot wounds included in this category)

(2) Treatment

(a) Control bleeding

(b) Check for fractures

(c) Cover with sterile dressing (if available) and bandage it into place with clean bandage to keep out air and germs.

g. Frostbite

(1) Symptoms

(a) Skin white or greyish-yellow

(b) Blisters may appear later

(c) Part feels intensely cold and numb

(2) Treatment

(a) Firm pressure against the frostbitten part with warm hand (do not rub with hand or snow)

(b) Take victim indoors

(c) Immerse frostbitten part in warm (body temperature) but NOT hot water

(d) Do not attempt to thaw frozen part if medical help is not available.

2. General Rules of First Aid

a. ALWAYS

(1) Treat any seriously injured person to prevent or reduce shock

(2) Treat any injured person with gentleness and extreme care

(3) Get medical aid as quickly as possible

(4) Make the patient as comfortable as possible

(5) Reassure the victim by telling him what first aid steps you are taking and how they will help him.

b. NEVER

(1) Give liquids to anyone who is unconscious or semi-conscious

(2) Frighten the victim by discussing how seriously he is hurt

(3) Place fluff cotton on an open wound

(4) Cover serious burns with greasy substances

(5) Test for fracture by having victim move the part or attempt to walk on possibly broken limb

(6) Attempt to treat serious frost bite case if medical aid is not immediately available.

III. Conclusion

A. Summary of Main Points

1. General Precautions

2. Procedure if lost - provide for:

a. Firemaking

b. Shelters

c. Water and Food

d. Rescue Signals

3. Equipment - for

a. Warmth

b. Energy

c. Shelter

d. Miscellaneous

4. Clothing

a. Type of clothing - protect from cold and wet

b. Footgear

c. Headgear

d. Gloves or mittens

5. First Aid

a. Stop the bleeding

b. Restore breathing

c. Treat for shock

d. Burns

e. Fractures

f. Wounds

g. Frostbite

B. Question and Answer Period

Ask for questions - quiz students

C. Practical Exercise

1. Have students explain their survival kits

2. Allow students to simulate first aid treatment for various injuries

D. Student References

Lesson 8

Review and Examination

LESSON VIII REVIEW AND EXAMINATION

Lesson Topic:	Course Review, Written Exam, Practical Exam, and Student Certification
Type of Presentation:	Lecture and examination
Length of Lesson:	60-90 minutes
Instructor References:	Testing material, Instructor's Manual, and other references.
Teaching Aids:	.22 rimfire cartridges, centerfire rifle and shotshell cartridges, 2-3 firearms, chairs, rope, paper targets, extra pencils, tables, one Test (1) per student, one Test (II) per student.
Personnel:	Assistant instructors, if available
Student References:	All Hunter Safety material
Equipment Needed By Student:	Pencil
Facilities Needed:	Large room with tables or desks for writing exam; if possible, other small rooms to give practical exam.

LESSON GOALS: Determine through written and practical exams the student's knowledge of firearms and ammunition, proper gun handling, hunter responsibilities and wildlife conservation. Indicate to the instructor whether or not he has overlooked some phase of the course.

I. Introduction

A. Scope of Lesson.

1. Announcements.

2. Review of lesson material

3. Written examination.

4. Practical examination.

5. Certification of students.

B. Lesson Procedures.

1. Announce to the students dates for a graduation exercise and additional lessons and meetings to be held.

2. Review the entire course with the students and answer any questions they may have.

3. Administer tests to the students. The tests will be in two parts. Test I will be a written exam covering the material taught during the course. Test II will be a practical exam which tests the student's knowledge of safe gun handling and hunting practices.

II. Subject.

A. Announcements.

1. Discuss the possibility of having a special graduation exercise for those students who are certified. Allow enough time to correct the examinations and notify the students who are to be certified.

2. If you don't have a graduation exercise, arrange a date when students can pick up their certificate and shoulder emblem.

3. If additional lessons will be taught make tentative plans for these.

4. Announce to the students they can leave as soon as they have completed both exams and any questions they may have are answered.

B. Review of Lesson Material.

1. Review the previous lessons, covering the main parts of each lesson. Be sure to discuss the Ten Commandments of Safety and the material covered by the test.

2. Answer questions the students may have.

C. Written Examination - Test (I).

1. Destribute Test I to each student.

2. Adequate desks or tables should be available for this testing.

3. Students finishing the written exam early should give their examination to an assistant instructor and then proceed to the place the practical exam Test II is being given.

D. Practical Examination Test (II).

1. If assistant instructors are available, each can test a different series of skills on the practical exam. On instructor could test items 1-5 and another instructor could test items 6-10, etc.

2. If possible, give the practical exams in separate rooms away from the place the written exam is being given.

3. The students should carry their practical exams and give them to the instructor as they rotate from one instructor to the next, until all skills have been tested.

E. Certification of Students.

Instructors must determine on an individual basis whether or not a student qualifies for a Hunter Safety Certificate of Competency. Your decisions should be based on the following criteria:

1. Written Test - In order to pass the written test, the student must have 80% of the answers correct. Some individuals have the ability, but can't write a good test. Passing or failing the written test should not be the final criteria for certifying students.

2. Skill Test - The student should have 80% of the answers correct to pass this test. The students skill in handling the gun is very important. Pay particular attention to this.

3. General impressions - The general impressions a student makes should be your deciding factor. Attendance at all sessions is essential. The student's understanding of firearms safety, hunting, sportsmanship, his responsibilities and wildlife conservation should be evaluated. The student's attitude and class participation is also important.

4. Final Test - Would you let this particular student accompany your children while hunting?

If a student is not certified, advise him of the fact. Therefore, if you hold graduation exercises, he won't be there expecting to be certified. Suggest that he join a later class if possible.

Lesson 9

Live Fire

LESSON IX LIVE FIRE

Lesson Topics:	Live firing of rifle or shotguns.
Type of Presentation:	Lecture, demonstration and practical exercise.
Instructors References:	Lessons 4, 5, 6, 7 and 9 of Instructors Manual.
Length of Lesson:	1-2 hours.
Teaching aids:	Rifles, shotguns, ammunition, targets.
Personnel:	Instructor and assistant instructor.
Facilities:	Indoor, or outdoor ranges, or safe area to shoot.

LESSON GOALS: The student will review the fundamentals of rifle and shotgun marksmanship. The student will learn the safe procedures for rifle firing and then practice live firing.

I. Introduction.

A. Scope of Lesson.

1. Review of marksmanship principles.

2. Firing range safety procedures.

3. Range firing.

B. Lesson Procedures.

1. Review the basic principles of marksmanship as they are covered in the lesson on marksmanship. Ask for questions.

2. Explain the safety procedures that must be followed by each student on the firing range.

3. Conduct live firing from the various shooting positions.

II. Subject.

A. Review of Marksmanship Fundamentals.

1. Review the fundamentals of aiming, breathing and trigger squeeze.

2. Demonstrate the various shooting positions and discuss the main points to remember about each.

B. Firing Range Safety Procedures.

By knowing and obeying rules of safety and range commands, range firing or target shooting is one of the safest forms of recreation we know. The safe gun handling procedures you practice on the range should follow you into the field hunting also.

1. Range Rules.

These range rules are to be obeyed at all times. No horseplay will be tolerated, since it is this same kind of horseplay that causes accidents.

a. The instructor or his assistant will be in charge of the range at all times and should give assistance to any person needing help.

b. The action of every gun on the range will be kept open until you are on the firing line ready to shoot.

c. All .22 rifles, regardless of action type, will be used as single shots and the magazines will never be loaded.

d. Rifles will not be loaded until the command "Load" is given. The muzzles will be pointed down range when on the firing line.

e. Rifles will not be fired until the command "Commence Firing" is given.

f. All rifles will be unloaded and the action left open immediatley after the command "Cease Firing" is given.

g. A rifle is clear only when the action is open, the chamber is empty, and the magazine is empty.

h. The shooter will not move forward of the firing line until ordered by their instructor and the rifles are unloaded and the actions are open.

i. No one will be in front of the Ready Line except those actually firing and the coaches and instructor.

j. If a cartridge fails to fire immediately, the action should remain closed and the instructor should be called for assistance.

k. Any problems with loading or ejecting cartridges should be brought to the instructor's attention.

l. If something should become lodged in the barrel, the instructor will be called in order to remove it.

m. When cleaning up the range, an unfired cartridge will be given to the instructor.

n. All the range commands will be obeyed immediately.

2. Range Commands

A shooter will carry out the movements to the firing line, loading and firing only through the range commands given by the instructor. They are to be obeyed instantly.

a. "SHOOTERS or RELAY - ON THE FIRING LINE."

Each group of shooters is assigned to a relay. On this command the shooters assigned to this relay take their position on the firing line.

b. "SHOOTERS TAKE THE_____POSITION."

On this command the shooters should assume the position given by the instructor.

c. COACHES PICK UP_____ROUND OF AMMUNITION. (This command is not used for dry firing).

Have an assistant pass out the ammunition to the coaches.

d. "IS THE LINE READY?"

When everyone appears to be set the instructor will inquire by giving this command. Coaches should indicate if the shooter is not ready by raising his hand.

e. "THE LINE IS READY."

This command is given when all difficulties are corrected and everyone is ready to fire.

f. "LOAD."

The coach will hand the shooter <u>one</u> round of ammunition.

g. "READY ON THE FIRING LINE."

This is the last preparatory command before firing.

h. "COMMENCE FIRING"

Upon this command the shooter begins firing. He loads and fires as each round is given to him by the coach. The shooter must remain down until all have completed shooting.

i. "CEASE FIRING AND OPEN ACTIONS."

When time expires and everyone has completed firing, this command is given. When the firing is completed, the shooters remain in position until the rifles are cleared and checked by the instructor.

j. "THE LINE IS CLEAR, CHECK YOUR TARGETS."

The instructor gives this command when all rifles have been checked. The targets are checked and sight adjustments are made with the help of the instructor. If time permits, the students should fire another group of shots and check for proper sight adjustment and grouping of shots.

III. Practical Exercise.

A. Inspection of Firearms.

1. The students' rifles should be examined before firing.

2. The rifles bore, action, and safety features should be examined.

3. The guns should be kept on a table or in a particular area when not being used.

B. Range Firing.

1. The instructor commands the students to.

a. Secure rifles from table or rack.

b. Move to firing line

c. Assume the prone position.

d. Dry fire the weapon several times to practice aiming and trigger squeeze. (Range rules are to be observed while dry firing as well as during live firing.)

e. Be given ammunition by the coaches.

f. Begin firing and single shot loading until the group of shots is completed.

g. Clear the weapon after completing the exercise.

h. Return the target and make needed adjustments.

i. Fire another group of shots from the prone position with the coach stressing trigger squeeze, sight picture, calling the shot, and clearing the rifle.

j. Return the target and check for grouping of shots and proper sight adjustment.

k. Assume a new position and fire a group of shots and then clear the rifle.

l. Return the target and check for grouping of shots.

m. Complete the other two positions and then bring another relay to the firing line.

C. Optional Activities

The class should be divided into groups depending on the number of firing points available. All the students should be kept busy at all times. Therefore, if conditions permit, students that are not firing on the range could be doing other activities.

1. Field Course.

Students could practice safe gun handling practices in the field such as getting in and out of a boat or car with a gun, crossing a fence, gun carrying methods while in a group, etc.

2. Shotgun Firing.

Another suggestion, is to have the student fire a shotgun at moving targets if conditions are suitable for this.

a. Review the main points of shotgun marksmanship.

b. A hand trap and clay targets could be used.